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ABSTRACT

This report presents a model designed to serve as a guide for the development of guidance and counseling programs which take into account the unique requisites and philosophies of local systems and schools. This guide is divided into three sections. Section I outlines broad roles and functions of guidance counselors for grades K-12. This description may be used as a menu from which counselors choose priorities based on the individual needs and the needs of their schools. A list of seven general counselor functions is presented, followed by lists of specific functions in the general areas of counseling, guidance, consultation, coordination, organization, evaluation, and professional development. Section II presents a step-by-step procedure for the development of a school level guidance program including a needs assessment, sample planning sheet, and plan for effective time management for the counselor. Also included are details for the development of the 3-year parish plan which is requested by the Louisiana State Department of Education. Section III, the appendix, includes the code of ethics and position statements of the American School Counselor Association, certification requirements for school counselors, a developmental K-12 guidance program, and samples of evaluation instruments which may be used to evaluate individual activities and overall guidance programs. (Author/NRB)

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Guidelines and Procedures for the Design of Developmental Guidance and Counseling Programs in Louisiana Schools

Bulletin 1730
1984

Developed by

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THOMAS G. CLAUSEN
Superintendent of Education

P.O. Box 44064
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August 16, 1984

TO: School Counselors, Counselor Supervisors, and Counselor Educators

FROM: Thomas G. Clausen, Ph.D.

SUBJECT: Guidelines and Procedures Manual

I would like to take this opportunity to express my appreciation to you for the services being rendered to the children in Louisiana. School counseling is the heart of all personal, social, and academic services to children, and as professionals in this vocation, you are the catalyst.

In addition, I am happy to share with you a copy of Guidelines and Procedures for the Design of Developmental Guidance and Counseling Programs in Louisiana Schools. This publication was developed through the efforts of guidance personnel from throughout the State and the Bureau of Student Services. I think you will find the information enclosed very useful in assisting you in developing and implementing a comprehensive guidance program.

If I can ever be of assistance to you in the future, please do not hesitate to contact my office.

TGC:bts

Enclosure

ACKNOWLEDGEMENTS

The counselors' Steering Committee for the Role of the Counselors in the 1980's wishes to express its appreciation for the varied contributions which have been made to its unified efforts by the following:

Dr. Thomas G. Clausen, State Superintendent of Education
Dr. D. G. Joseph, Deputy Superintendent for Education
The Bureau of Student Services

A commendation is offered especially to Fair King, Assistant Director of the Bureau of Student Services, for communicating patiently and continuously on the written documentation as it was gathered from its earliest to its final form. To Judy London, Supervisor, for assisting as recorder from the earliest to the final states of each meeting and to Barry Solar, Section Chief, and Nora Stelly, Supervisor, for their efforts in the development of all materials into this finished document, appreciation is also expressed.

There are those who served from time to time from within the Bureau and from outside the State Department of Education as well. For fear (concern) that there may be a name omitted, the acknowledgement to all is recognized collectively for a job well done!

Recognition is in order in thanking the Associations of LSCA, LACES and LACD under the leadership of Bess Johnson, Keith Runion and Joe Scalise respectively, for continuously lending support to this project, and to the respective sub-committees recommended by them for their continuing in-put.

Appreciation is offered to the State Department of Education in its wisdom to recognize that more--rather than less--needed to be done to reassess the role of the counselor in the 1980's and beyond.

Final appreciation is extended to the Steering Committee for its dedicated commitment and the enthusiastic manner in which it completed its assigned task.

Maria Maggio
Chairperson

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PREFACE

As a profession, we must have a new dream, a new goal and a new image. We must be creative, and seek new solutions to current and ever-changing problems. Our services are vital to the education of all youngsters, so we must be committed to the continuation and improvement of guidance and counseling programs in our schools.

This publication represents the ideas and directions generated through the year-long study by counselors, supervisors and counselor educators in our State through the State Steering Committee and the sub-committees which were formed to define the role of the Counselor in the 80's.

Acknowledgements

At the 1983 Summer Vocational Counselors' Workshops, it was clearly evident that school counselors in Louisiana were facing the same challenges as our fellow professionals in other states. In other sections of the nation, counselors were not disappearing by small numbers, but by entire staffs as school districts tried to cope with increasing fiscal pressures.

In an effort to prevent such drastic actions and reductions in Louisiana, a State Steering Committee was formed to determine the activities that we could and should be doing. This committee consisted of a supervisor of guidance, Maria Maggio; a school counselor, Bess Johnson; and a counselor educator, Tom Hosie.

In order to have a broad base of representation for the formulation of any plans, several sub-committees were formed to assist the Steering Committee. These sub-committees included school counselors, supervisors of counselors, and counselor educators. These committees met separately and then combined to evaluate the services provided, the effectiveness of these services and the preparation of programs for school counselors.

This publication represents the culmination of this year-long effort by the many dedicated professionals who volunteered their services to participate in this vital endeavor. Their valuable contributions to this professional improvement project is deeply appreciated.

RATIONALE

We as counselors are remarkable individuals engaged in a wonderful profession! We are in a position to help the students in Louisiana schools develop into productive, healthy, happy individuals. And we have been doing a creditable job. In the words of a candidate for a national office, "We are good, but we can be better; we are strong, but we can be stronger."

--We have been instrumental in placing students in vocational education programs, college institutions, and entry-level positions in a wide range of occupations.

--We have helped students to learn to assess their aptitudes and abilities, set realistic life goals, and develop decision-making skills.

--We have served as child advocates in the schools of Louisiana.

--We have provided referral services in cooperation with community agencies.

--We have maintained an open-door and open-mind to assist students, parents, and teachers with thousands of personal and academic problems.

Children all over Louisiana are developing positive self-concepts because of our efforts. Students are working in Advanced Placement Programs through our guidance. Parents and teachers are enjoying improved communication through our assistance and the support of building principals to our efforts.

Our dilemma is that too often we are the best-kept secrets in the school system. We know we are providing a service to the young people of our State, and the children we help know we do a good job. But there is a real need for us to share that news through our new, reassessed role. Then our actions will become our success stories.

Unfortunately, there are some who do not fully understand or support the role of the school counselor in the educational process. Their concerns and issues usually include the following:

1. The issue of visibility of the counselors to parents, teachers and students, since many of their services deal with one person at a time.
2. The questionable cost-effectiveness of a counselor who works mainly on a one-to-one basis with students for sustained periods of time.
3. The effectiveness of current services with unwieldy student/counselor ratios.
4. The unclarified relevance of counselor services to the general educational process.
5. The performance by counselors of functions that are non-professional and are consuming too much time needed for counseling and guidance programs and services.

For our profession to thrive and become stronger, we need to carefully evaluate and consider our future role. John Naisbitt said, "You can't change unless you completely rethink what it is you're doing." What has worked for us in the past may not be what is needed in the future. Just as the needs of the school population have rapidly changed, we need to be ready to move to meet these new challenges. So we must rethink and objectively re-evaluate our role in the educational process to determine "What business are we really in?"

There is no doubt that we are at the beginning of a transformation which involves fundamental changes in our thoughts, perceptions, and values; and therefore, we must look to the future in deciding which direction provides the greatest opportunity for our profession. We must become more active and risk-taking. We must plan our future or have it planned for us.

STATEMENT OF PURPOSE

The Louisiana Department of Education and the Board of Elementary and Secondary Education have taken steps to strengthen guidance and counseling programs and have reaffirmed their support for guidance and counseling within the 1984 Revised Bulletin #741. The following standards and policies have been incorporated:

1. Standard 2.037.05 prohibits inclusion of the administration of disciplinary action, substitute teaching or administrative clerical duties as responsibilities of guidance counselors.
2. Standard 2.038.03 establishes the student/counselor ratio at 450/1 or major fraction thereof, for all secondary schools. No greater student/counselor ratio is acceptable at each secondary school.
3. Standards 1.058.00 and 2.058.00 require a planned comprehensive guidance and counseling program at both the system and school levels.
4. Standards 2.058.01 and 2.058.02 further stipulate the nature and content of guidance and counseling programs.

In an effort to assist local systems in developing and implementing "planned comprehensive guidance and counseling programs," the Steering Committee, through the Bureau of Student Services, has developed the following model for the development of a guidance and counseling program.

This model is designed to serve as a guide for the development of guidance and counseling programs which take into account the unique requisites and philosophies of local systems and schools. The actual plans developed by, and for, the local systems will reflect the priorities and needs of that system.

The Guidelines and Procedures for the Design of Developmental Guidance and Counseling Programs in Louisiana Schools is divided into three basic sections. Section I outlines broad roles and functions of guidance counselors in grades K-12. Section II presents a step-by-step procedure for the development of a school level guidance program including a needs assessment, sample planning sheet, and plan for effective time management for the counselor. Also included are details for the development of the three year parish plan which is requested by the State Department of Education. Section III, the Appendix, includes the Code of Ethics and Position Statements of the American School Counselor Association (ASCA), Certification Requirements for School Counselors, A Developmental K-12 Guidance Program, and samples of evaluation instruments which may be used to evaluate individual activities and overall guidance programs.

SECTION I
ROLE AND FUNCTION

ROLE AND FUNCTION

An initial step taken by the Steering Committee was to define the role and function of guidance counselors. Input was requested from supervisors of guidance and counseling, school counselors, counselor educators and the guidance staff within the Bureau of Student Services. The committee recognized that all levels should have input to ensure that the role description was not schewed and reflected as true a picture of the school counselor as possible.

The following Counselor Role and Function description provides a wide scope of functions which could, and should, be performed by counselors. These functions are not necessarily required at all times of all counselors. The Steering Committee and Bureau of Student Services envisions that the counselor may use this description of Role and Function as a menu from which priorities are selected based upon the needs and priorities of that counselor and school.

COUNSELOR ROLE AND FUNCTION

A. General Functions

1. Counseling
2. Guidance
3. Consulting
4. Coordinating
5. Organizing
6. Evaluating
7. Professional Development

B. Specific Functions

1. Counseling

a. Individual students

*Major Priorities

(1) social adjustment
(2) emotional release and adjustment
(3) personal development
(4) underachievement
(5) academic selection and adjustment
(6) vocational and educational awareness and planning
(7) problems related to absenteeism that affect students' personal and academic development, excluding clerical functions
(8) problem solving/decision-making skills
(9) crisis situations (i.e., substance abuse, child abuse, and so forth)
(10) interpretation of test scores for increased vocational/educational awareness and planning

b. Group of Students

Major Priorities

(1) social adjustment
(2) emotional release and adjustment
(3) personal development
(4) underachievement
(5) academic selection and adjustment
(6) vocational/educational awareness and planning
(7) problems relating to absenteeism that affect students' personal and academic development, excluding clerical functions
(8) problem solving/decision-making skills
(9) crisis situations (i.e., substance abuse, child abuse, and so forth)
(10) interpretation of test scores for increased vocational/educational awareness and planning

*The major priorities are not listed in rank order and may be rearranged by LEA's to meet the needs of their students.

c. Parents

Major Priorities

(1) family consultation/counseling
(2) family education (parent/study groups)
(3) student career/vocational/educational information and planning with parents

2. Guidance

a. All students

(1) social adjustment
(2) emotional release and adjustment
(3) personal development
(4) underachievement
(5) academic selection and adjustment
(6) vocational and educational awareness and planning
(7) problems related to absenteeism (non-clerical) that affect students' personal and academic development, excluding clerical functions
(8) problem solving/decision-making skills
(9) crisis situations (i.e., substance abuse, child abuse, and so forth)
(10) interpretation of test scores for increased vocational/educational awareness and planning
(11) information giving (vocational, educational, personal, and/or social)

3. Consulting

a. Teachers

Major Priorities

(1) identify students with social, emotional, physical and/or mental developmental needs
(2) provide resources for career education
(3) identify pupils with learning problems
(4) assist in making classroom atmospheres conducive to learning and personal development
(5) assist in teacher-parent conferences
(6) provide in-service training for teachers
  (a) test administration and interpretation
  (b) social, emotional and learning environment
  (c) classroom intervention strategies (such as motivation, encouragement, communication, individualization)
  (d) vocational and career information
  (e) understanding developmental tasks of students
(7) describe possible current and future social behavior based on consequences of past and future behavior
(8) information on school referral and resources
(9) information on community resources
(10) assist in case conferences involving all significant adults
(11) interpret test data

a. Teachers (cont'd)

(12) interpretation and ethical use of diagnostic reports such as vision screening
(13) utilization of community resources

b. Administrator

Major Priorities

(1) planning for specific student/teacher needs as related to guidance and counseling
(2) approving the plan of the school guidance/counseling program
(3) parental involvement activities (Ex., parental volunteer groups, parental study groups, needs assessment for parental priorities)
(4) information on school resources
(5) planning for in-service programs related to guidance and counseling functions
(6) information on community resources
(7) resource person for school curriculum planning by providing input of student needs

c. Parents

Major Priorities

(1) identification of pupils with social, emotional, physical or mental development needs
(2) provide resources for career education
(3) identification of pupils with learning problems
(4) assist in making classroom atmosphere conducive to learning and personal development
(5) assist in teacher/parent conferences
(6) interpret child's behavior
(7) placement of the child
(8) referral outside of the school
(9) explanation of testing materials and results
(10) describe possible current and future social behavior based on consequences of past and present behaviors
(11) information on school referral and resources
(12) information on community resources
(13) assist in case conferences involving all significantly relevant

4. Coordinating

Major Priorities

(1) counseling/guidance programs with other support personnel
(2) activities relating to post-secondary vocational/education alternatives
(3) the career/vocational education program
(4) referral to outside agencies
(5) acquisition/distribution and transmission of academic/vocational material for students, excluding clerical functions

4. Coordinating (cont'd)

   (6) parent and/or student orientation
   (7) standardized testing
   (8) student cumulative record system, excluding clerical functions

5. Organizing

   Major Priorities

   (1) developing and defining a plan and objectives for the guidance/counseling program
   (2) a budget for the guidance/counseling program
   (3) an educational/vocational information file
   (4) an orientation program to test-taking strategies

6. Evaluating

   Major Priorities

   (1) prepare annual report of guidance and counseling program
   (2) referral/follow-up services in-system/out-of-system
   (3) job placement opportunities in the community

7. Professional Development

   Major Priorities

   (1) membership and active participation in professional organizations
   (2) continued development of counseling skills moving toward additional professional certification
   (3) continued adherence to AACD code of ethics

SCHOOL COUNSELOR GLOSSARY OF TERMS

1. Counseling

   (a) Individual counseling is an interactive relationship between a student and certified counselor in order to facilitate growth and development. The relationship is perceived as a helping relationship in which the counselor provides warmth, acceptance and understanding to facilitate personal growth.

   (b) Group counseling is an activity conducted in large or small group settings which are designed to enhance personal growth and development.

2. Guidance

   Guidance is a process whereby information and facts, or activities, are provided by the counselor to the counselees relative to educational and/or vocational planning, and/or personal, social, emotional or academic needs of counselees for the present and future.

3. Consulting

   Consulting is a resource service provided by counselors to parents, teachers, administrators, community agencies or support personnel from within and/or outside the school. The primary function of consultation services is to enhance with genuine concern, the growth and development of students.

4. Coordinating

   Serving as a liaison to utilize support systems and resources within and without the school system.

5. Organizing

   A process whereby the counselor assesses needs and develops a plan to meet those needs. These activities directly, or indirectly, involve students, parents, teachers, administrators, support personnel and/or community resources. Organization involves time management, wherein the time, dates and places for guidance or counseling activities are determined by the counselor.

6. Evaluating

   Making systematic analysis of the attainment of the written goals and objectives of the school's guidance and counseling program. The evaluation process should focus on the degree that student needs have been met.

7. Professional Development

Engaging in those professional activities designed to enhance skills relevant to counseling and guidance expertise.

8. Other Terms

(a) Emotional release and adjustment - understanding and use of appropriate expressions of emotions.

(b) Social adjustment - learning of interpersonal skills necessary for functioning effectively in a variety of social settings.

(c) Personal development - understanding of self for maximum growth.

(d) Crisis situations - personal problems of students related to, or resulting from, such experiences as child abuse, substance abuse, divorce, death, and/or peer isolation, (non-administrative).

(e) Problems related to absenteeism - those problems that affect personal and academic growth and development and impede learning.

SECTION II
PLAN DEVELOPMENT

ESSENTIAL ELEMENTS OF A DEVELOPMENTAL K-12 GUIDANCE AND COUNSELING PLAN

In recent years the school counseling profession has grown and changed considerably. One of the most important changes that is presently taking place is the shift to preventive rather than remedial programs of guidance and counseling.

Preventive programs, also called developmental guidance and counseling, are based on the premise that school counselors should be involved with all students and should focus on concerns that have long-range significance for student growth and development. Programmatic activities are designed to be preventive rather than merely offer services which are for remediation of existing concerns. Remediation programs will always be a part of a comprehensive G & C program, since children, adolescents, parents and teachers will have serious problems on occasion that require immediate assistance. School G & C programs should strive to maintain a balance between remediation and prevention. Counselors can also intervene to remediate present problems while preventing future (and more serious) ones from developing.

In order to have a comprehensive developmental G & C program, it is necessary that a systematic approach to planning be implemented to ensure programs and services for all students. This, perhaps, is the most difficult aspect of planning; that is, having to make difficult choices about how we shall use our time most effectively in the delivery of services.

A developmental plan for guidance and counseling will have as its major thrust the development of the whole child. The program begins with the child's first experience with formal schooling and continues through the individual's exit from high school. At this point, the young adult will have been

involved in experiences designed to prepare the person to function successfully as a member of society.

The developmental plan for guidance and counseling will prepare students to:

1. see themselves as important, significant individuals.
2. deal effectively as members of the family, the community, and the whole society.
3. ensure their physical and mental health.
4. select an occupation in line with their interests and abilities.
5. secure training necessary for their chosen vocation.
6. engage in pleasurable leisure-time activities geared to their interests.

SYNOPSIS OF OPERATIONAL PLAN FOR DEVELOPMENTAL GUIDANCE

Domain I. Self-knowledge and Interpersonal Skills

- Goal A. Understanding unique personal characteristics and abilities
- Goal B. Developing skills for physical and mental health
- Goal C. Assuming responsibility in the personal environment
- Goal D. Maintaining effective relationships with peers and adults
- Goal E. Using listening and expression skills in problem-solving and helping relationships

Domain II. Life Roles, Settings, and Events

- Goal A. Developing skills for effective learning
- Goal B. Understanding basic principles and practices for responsible daily living
- Goal C. Understanding interactive effects of life-styles, life roles, settings, and events
- Goal D. Understanding stereotypes
- Goal E. Developing skills for expression of futuristic concerns

Domain III. Life Career Planning

- Goal A. Understanding producer rights and responsibilities
- Goal B. Understanding attitudes and values as they affect decisions, actions, and life-styles
- Goal C. Understanding the decision-making process
- Goal D. Developing ability to generate decision-making alternatives
- Goal E. Clarifying values, expanding interests, and evaluating progress toward goals

INSTRUCTIONS FOR COMPLETION OF THE PARISH DEVELOPMENTAL GUIDANCE PLAN

The parish guidance plan should be completed and submitted to the Bureau of Student Services in the Louisiana Department of Education by June 30 every third (3rd) year beginning June 30, 1985. In other years, an End-of-Year Report (p. 25) shall be completed and submitted by June 30.

Parish plans should be developmental in design and should address all of the essential elements listed on p.12 of this document.

It is suggested that the parish plan be constructed by a committee composed of the parish supervisor of guidance and a representative number of school counselors. Some systems may choose to include teachers and/or parents for possible input.

Each plan will include the following components:

1. Philosophy - Formulate a statement of the system's guidance philosophy which is consistent with the general educational philosophy of that system.

2. Statement of Approval - See p. 24.

3. Needs - Use separate worksheets to address each need identified by the committee. State the need as it appears on the Needs Assessment Inventory.

4. Goals - State goal(s) as student outcomes.

5. Objectives - Specifically identify the objectives necessary for accomplishing the named goal. Again, use behavioral language from a student's point of view.

6. Anticipated Outcomes - Describe behaviorally what you expect to be the result of guidance efforts.

NOTE: The parish plan may have any number of plan worksheets. Feel free to use as many as necessary.

Steps in Guidance Plan Development

The guidance plan is a written document which describes in detail the goals, objectives and specific efforts of the counselor directed at meeting the expressed needs of students. Since it is probably the only instrument which can be used in measuring the effectiveness of the guidance program, its design and composition are of critical importance.

The Counselor of the 80's must be ever mindful of the need for a structured guidance and counseling program in the school/parish. Not only will such a plan guarantee that guidance services will be made available to all students, but it will also provide a degree of professional insurance for counselors faced with the task of justifying their positions in the schools. The guidance plan also may become an evaluative instrument to be used by parish/state supervisory personnel in the monitoring of programs mandated by Bulletin 741.

In developing a school/parish guidance plan, the following steps and guidelines may be helpful:

1. Assess Needs.
2. Prioritize Needs.
3. Inventory Resources.
4. Write Guidance Plan.
5. Evaluate Plan.

1. Assess the needs of the student population relative to guidance and counseling.

   In an effort to design a guidance program which will meet the needs of all students, it is necessary to examine carefully the areas of deficiency identified by the students themselves. The Needs Assessment Inventory (p. 17) is a useful instrument which will document and evaluate the problem areas identified by students. A ten percent sampling of each school/parish will provide information which will be useful in developing a comprehensive guidance plan. The device is quickly hand-scored by the counselor, and the simple directions make it easy to administer.

2. Prioritize student needs to be addressed in the guidance plan.

   By counting and recording student responses onto a master document, the counselor can quickly identify the areas of greatest need by school/parish. Selection of a number of problem areas to address becomes a relatively simple process.

   Once results of the Needs Assessment Inventory have been tabulated, the counselor should be able to identify significant problem areas upon which to focus. (We suggest a selection of three.) Through prioritization, the guidance plan's goals and objectives can be "customized" to meet the specific needs of the school/parish student population. The assessment will be valuable as a diagnostic and planning instrument. It will also be a useful evaluative tool when re-administered later.

Note: In considering expressed student needs to be addressed in a given year, counselors should consider such concerns as severity of need, availability of appropriate resources, expertise of the counselor, practicality of time management and delivery of services to all students. It is recommended that the counselor meet with the school principal and faculty members to share the results of the needs assessment and to seek input in the prioritization process.

3. Determine which resources are available and necessary to meet the prioritized needs of students.

   A regular review of available counselor resources like films, books, guest speakers or outside agencies is always helpful to the guidance counselor in planning the year's activities. Possible sources of information and assistance are:

   school library
   counselor's files and library
   parental organizations
   community agencies
   faculty members with special expertise
   business and industrial sources of information
   State Department of Education
   professional organizations

   A review of available resources can also be helpful to the counselor in acquiring new materials for implementing the guidance plan. The documentation of specific resource deficiencies as they relate to student needs can be shared with supervisory personnel for possible funding.

4. Write the Guidance Plan.

   Once needs have been assessed, prioritized, and selected for inclusion in the guidance program, the counselor is in a position to begin writing the school/parish guidance plan. Step-by-step suggestions for designing the guidance program follow:

   a. Philosophy - Formulate a statement of the school/parish guidance philosophy which is consistent with the philosophy of the educational system.
   b. Needs - List the prioritized needs to be addressed in the plan. Use the wording found in the Needs Assessment Inventory.

*Use the School Guidance Planning Form to complete the plan's remaining components. (See p. 23)

   c. Goals - Determine the broad goal which would indicate the alleviation of a stated need. Word the statement of the goal as a student outcome. One example is: Students will receive information on financial aid.
   d. Objectives - Specifically identify the objectives necessary

to accomplishing the goal stated. Again, use behavioral language from a student's point of view.

e. Activities - List specific activities to accomplish the stated goals and objectives. Identify resources required to complete activities. Include physical needs, personnel, or other special requirements.

f. Timelines - Determine the estimated time necessary for completion of each activity. Include starting and completion dates.

g. Evaluation - Rate the effectiveness of each activity on a scale of 1 to 5 as an indicator of success.

Note: To maintain open communications with other school professionals, the guidance plan should be shared, discussed, and, ideally, endorsed by the faculty and principal. (see p. 24)

5. Evaluate the Guidance Plan

After all goals and objectives have been addressed with appropriate counseling activities, the counselor is in a position to evaluate the success of the entire program.

Although guidance plans are submitted to the State Department of Education by each parish every three years, individual schools should assess and possibly restructure priorities each year as student needs change. Yearly administration of the Needs Assessment Inventory will provide the necessary updated information for adjustments in the guidance plan.

It should be noted that the yearly school plan should be an integral part of the parish's three year plan to ensure consistency and congruence with system-wide activities. We further note that these guidelines are offered under the basic assumption that all counselors shall maintain an on-going plan to meet the generic needs of all students as specified in Bulletin 741. Prioritized needs mentioned throughout this Bulletin are those that should receive special attention and are not meant to supercede or replace current developmental guidance efforts.

DRAFT

COUNSELING AND GUIDANCE NEEDS ASSESSMENT INVENTORY

Elementary Students (Grades 4-8)

Person Completing Rating: _____ Student _____ Administrator

_____ Teacher _____ Parent

_____ Community

Rating: Place an X in one of the three colums.

I need:	GREAT NEED	AVERAGE NEED	LITTLE NEED
1. To explore my interests and things I like to do.			
2. To learn how my school work will help me in future jobs.			
3. To get along better with my parents and others in my family.			
4. To talk about my concerns with others.			
5. To be able to share my real feelings with my school counselor.			
6. Help to understand the meaning of my standardized and basic skills test results.			
7. To understand the feelings of others.			
8. Help to make choices and decisions.			
9. Someone to listen to me express my views and feelings.			
10. To improve my study habits.			
11. To get along better with my teachers.			
12. To feel good about myself.			
13. Help to improve my grades.			
14. To be able to talk about death and dying.			
15. Help with alcoholism or drug abuse.			

I need:

	GREAT NEED	AVERAGE NEED	LITTLE NEED
16. Help to involve my parents and/or other important persons in activities that are important to me.			
17. To know what prior training would be good for a particular job.			
18. To know the school rules and policies.			
19. To discuss divorce or separation.			
20. To learn to deal with anger.			
21. To develop friendships and to get along with others.			
22. To locate informational materials on boy and girl relationships or other personal concerns.			
23. To talk about physical or other mistreatment.			
24. To talk about my fears.			
25. To have easier access to the counselor.			
26. To understand how my feelings affect my school work.			
27. To deal with pressure from other students.			
28. To know and understand what's required to pass this grade.			
29. Help to become involved in school activities.			
30. To become more responsible for what I do.			

DRAFT

COUNSELING AND GUIDANCE NEEDS ASSESSMENT INVENTORY

Secondary Students (Grades 9-12)

Person Completing Rating: _____ Student _____ Administrator

_____ Teacher _____ Parent

_____ Community

RATING: Place an X in one of the three columns.

I need:	GREAT NEED	AVERAGE NEED	LITTLE NEED
1. To understand why I am doing poor school work and how to improve my studies.			
2. Help in adjusting to my home/family situation.			
3. To improve my ability to make decisions.			
4. To know how to get along better with my teacher.			
5. To understand how my feelings affect my school work.			
6. Help to understand what is important to me now and in the future.			
7. To know about community agencies and what help they can provide.			
8. To locate information and/or assistance in dealing with alcohol and drug abuse.			
9. To be able to trust and share my feelings with my school counselor.			
10. To learn how different occupations can affect my future way of life.			
11. Help to identify my interests and abilities.			
12. To deal with pressure from my peers.			
13. To know and understand graduation requirements.			
14. To be familiar with guidance services offered at this school.			
15. Help to develop self-confidence.			

I need:

	GREAT NEED	AVERAGE NEED	LITTLE NEED
16. To develop friendships and get along with others.			
17. To relate my interests and abilities to my future career plans.			
18. To exercise self-discipline and behave appropriately.			
19. To know how to study better.			
20. To discuss divorce or separation.			
21. To understand and accept myself better.			
22. To be able to talk about death and dying.			
23. Assistance in solving problems with my parents.			
24. To have my standardized test scores interpreted for me.			
25. To get more information on colleges, vocational schools and financial aid.			
26. Help with academic weaknesses.			
27. Help to develop my special abilities.			
28. To have easier access to the counselors.			
29. To talk about physical or other types of abuse.			
30. To locate informational materials on male/female relationships, or other personal concerns.			
31. Help to become involved in school activities.			
32. To be a better listener.			
33. A handbook of school rules and policies.			
34. To know what prior training would be good for a particular occupation.			
35. To talk about my problems in a small group.			

I need:

	GREAT NEED	AVERAGE NEED	LITTLE NEED
36.			
37.			
38.			
39.			
40.			

PHILOSOPHICAL STATEMENT

SCHOOL/PARISH GUIDANCE PLANNING FORM

NEED:

OBJECTIVE(S):

GOAL(S):

ANTICIPATED OUTCOME(S):

Specific Activities	Resources Required	Timelines	Person(s) Responsible	Evaluation/Effectiveness (Rate each activity on a scale from 0 to 5)					
				0	1	2	3	4	5

APPROVAL FORM

The school/parish annual plan for developmental guidance has been reviewed and I concur with, and endorse, the priorities and concerns addressed within.

_____
Supervisor

_____
Superintendent

_____
Principal

END-OF-THE-YEAR REPORT

PROGRAM AREA: GUIDANCE AND COUNSELING

Directions for Completion:

The End-of-the-Year Report is to be submitted by June 30 each year. As guidance plans will be submitted on a three year cycle, this End-of-the-Year Report will serve as an interim report and evaluation of each year's activities.

Three year plans, as well as the End-of-the-Year Report, will be required of each school.

When completing this Report, please follow these steps:

1. Indicate name of school, program area (Guidance), and school session.

2. List objectives for the year for which Report is submitted. (Stated Objectives)

3. Describe activities and results of activities for the year. (Activities - Results)

4. Indicate objectives not met and reason(s) for not accomplishing objectives. (Objectives Not Achieved)

5. Have your school principal or designee sign the completed Report; then submit Report to the supervisor of guidance and counseling or the parish supervisor designated for guidance and counseling programs.

Every third year, an End-of-the-Year Report and a Three Year Guidance Plan will be submitted beginning in June, 1987.

Should you need further assistance or information regarding the End-of-the-Year Report, please contact the Bureau of Student Services, Guidance Section at (504) 342-3473 or write:

Guidance Section
Bureau of Student Services
Louisiana Department of Education
Post Office Box 94064
Baton Rouge, Louisiana 70804-9064

GUIDANCE END-OF-THE-YEAR REPORT

School: _____ 198__ - 198__

Stated Objectives*	Activities-Results	Objectives Not Met

* As stated in the Three Year Plan

_____ School Counselor's Signature

_____ Principal's Signature

In an effort to assist school counselors in documenting the services rendered to students, teachers, administrators, and parents, we strongly recommend a log form be developed. By using this document, counselors can provide information on specific services rendered, to whom these services are rendered, where delivered, time spent to accomplish these activities, and the number of individuals served.

Included in this publication is a sample of a log form and definitions of the functions included. Feel free to use this document or one of your own design.

LOG DEFINITIONS

I. GUIDANCE AND COUNSELING

A. Coordination - all activities necessary for preparation and follow-up of individual and group counseling or guidance.

B. Individual Counseling and Guidance - sessions conducted with an individual on a personal, social, or academic basis.

C. Group Counseling and Guidance - sessions conducted with two or more students on a personal, social, or academic basis.

II. INDIVIDUAL INVENTORY

A. Cumulative record keeping - all activities involving maintenance and upkeep of permanent school records

B. Appraisal - accumulation of meaningful information concerning pupils to meet their personal, social or academic needs

C. Testing

1. Coordination - all preparatory activities necessary for administration of any standardized examination.

2. Administration - instructions and procedures.

3. Interpretation - all activities necessary for dissemination and explanation of test scores

III. CONSULTATION

A function involving the school counselor as a resource person to advise all interested persons concerning the total growth and development of students.

IV. CAREER INFORMATION

A. Career Development - all activities involving students in preparing them for any post-secondary experience.

B. Vocational Guidance - disseminating information pertaining to careers and vocations in the trade areas.

C. Vocational Placement - assisting students to secure employment

V. COUNSELOR RELATED - includes enrichment activities such as orientation of new teachers, acquainting school personnel with the role and function of school counselors, preparation of guidance newsletters, maintenance of guidance bulletin boards, etc.

VI. SPECIAL EDUCATION - includes all activities involved with serving on I.E.P. Committees and coordination with all interested persons in providing the optimum educational program for special students.

VII. PROFESSIONAL DEVELOPMENT - includes participation by school counselors in professional workshops and organizations as well as university courses.

VIII. RESEARCH - includes all activities involved with follow-up studies, as well as surveys and questionnaires of an educational and personal nature.

IX. PLACEMENT

A. In-School Referral - all activities involved with placement of students in special programs within the school or school system

B. Out-of-School Referral - all activities involved with placement of students in special programs within community agencies

C. Scheduling - includes all activities involved with advising students and consulting with parents, teachers and the administration on curriculum and academic placement

D. Registration - includes all activities involved with registering and orienting incoming students. Actual mechanics of scheduling should be listed under non-counseling activities

X. NON-COUNSELING

A. Clerical - all activities or "paper work" of a clerical nature including the mechanics of scheduling, completion of attendance forms, transfer of records, etc.

B. Instruction - substitute teaching

C. Other - includes all other non-counseling activities such as lunchroom duty, selling school insurance, and comparable activities

LOUISIANA COUNSELOR DAILY LOG

	TIME SPENT BY FUNCTION			NUMBER OF STUDENTS SEEN BY FUNCTION								OTHERS SEEN		
	FUNCTION	TIME BY FUNCTION HOURS	MIN.		INDIVIDUAL GUIDANCE	GROUP GUIDANCE	INDIVIDUAL INVENTORY	CAREER INFORM	PLACE-MENT	COUNSELOR RELATED	SPECIAL EDUCATION	OTHER	TEACHER	PARENTS	ADMIN.
GUID & COUNS	COORDINATION	0 1 2 3 4 5 6	0 15 30 45	SESSIONS											
	IND GUIDANCE	0 1 2 3 4 5 6	0 15 30 45												
	GRP GUIDANCE	0 1 2 3 4 5 6	0 15 30 45												
INDIVIDUAL INVENTORY	CUM RECORD	0 1 2 3 4 5 6	0 15 30 45												
	APPRAISAL	0 1 2 3 4 5 6	0 15 30 45												
	TESTING COORDINAT	0 1 2 3 4 5 6	0 15 30 45												
	TESTING ADMINISTR	0 1 2 3 4 5 6	0 15 30 45												
	TESTING INTERPRET	0 1 2 3 4 5 6	0 15 30 45												
CONSULTATION		0 1 2 3 4 5 6	0 15 30 45												
CAREER INFORM	CAREER DEV	0 1 2 3 4 5 6	0 15 30 45												
	VOC GUIDANCE	0 1 2 3 4 5 6	0 15 30 45												
	VOC PLACEMENT	0 1 2 3 4 5 6	0 15 30 45	TOTAL											
COUNSELOR RELATED		0 1 2 3 4 5 6	0 15 30 45												
SPECIAL EDUCATION		0 1 2 3 4 5 6	0 15 30 45												
PROF DEVELOPMENT		0 1 2 3 4 5 6	0 15 30 45												
RESEARCH		0 1 2 3 4 5 6	0 15 30 45												
PLACEMENT	IN SCH REF	0 1 2 3 4 5 6	0 15 30 45												
	OUT SCH REF	0 1 2 3 4 5 6	0 15 30 45												
	SCHEDULING	0 1 2 3 4 5 6	0 15 30 45												
	REGISTRATION	0 1 2 3 4 5 6	0 15 30 45												
NON-COUNS	CLERICAL	0 1 2 3 4 5 6	0 15 30 45												
	INSTRUCTION	0 1 2 3 4 5 6	0 15 30 45												
	OTHER	0 1 2 3 4 5 6	0 15 30 45												

31

CHECK ONE	PARISH	SCHOOL
ELEMENTARY 0	0 0	0 0 0
JUNIOR HIGH OR MIDDLE 0	1 1	1 1 1
HIGH SCHOOL 0	2 2	2 2 2
COMBINATION 0	3 3	3 3 3
	4 4	4 4 4
	5 5	5 5 5
	6 6	6 6 6
	7 7	7 7 7
	8 8	8 8 8
	9 9	9 9 9

USE NUMBER 2 PENCIL TO MARK RESPONSES

0 0 ● 0 0

PARISH (PLEASE PRINT)

STATE OF LOUISIANA — UNION JUSTICE CONFIDENCE

SOCIAL SECURITY NUMBER	DATE MO.	DAY	YR.
0 1 2 3 4 5 6 7 8 9	0 1 2 3 4 5 6 7 8 9	0 1 2 3 4 5 6 7 8 9	0 1 2 3 4 5 6 7 8 9

DEVELOPED BY BEHAVIORAL SCIENCES, LOUISIANA TECH UNIVERSITY FOR THE BUREAU OF STUDENT SERVICES, LOUISIANA DEPARTMENT OF EDUCATION.

SECTION III
APPENDIX

AMERICAN SCHOOL COUNSELOR ASSOCIATION CODE OF ETHICS

Responsibilities of the school counselor stem from the basic premises and basic tenets in the counseling process.

A. Each person has the right to dignity as a human being
   1. Without regard to race, sex, religion, color, and/or socio-economic status; and
   2. Without regard to the nature and results of behavior, beliefs and inherent characteristics.

B. Each person has the right to individual self-development.

C. Each person has the right to self-direction and responsibility for making decisions.

D. The school counselor, equipped with professional competency, an understanding of the behavioral sciences and philosophical orientation to school and community, performs a unique, distinctive and highly specialized service within the context of the education purpose and structure of the school system. Performance of this rests upon acquired techniques and informed judgement which is an integral part of counseling. Punitive action is not a part of the counseling process. The school counselor shall use these skills in constantly endeavoring to insure that the counselees have the aforementioned rights and a reasonable amount of the counselor's time.

E. The ethical conduct of the school counselors will be consistent with the state's regulations.

F. The school counselor may share information gained in the counseling process for essential consultation with those appropriate persons specifically concerned with the counselee. Confidential information may be released only with the consent of the individual, except when required by court order.

PRINCIPAL RESPONSIBILITIES OF THE SCHOOL COUNSELOR TO PUPILS

The school counselor:

1. Has a principal obligation and loyalty to respect each person as a unique individual and to encourage that which permits individual growth and development.

2. Must not impose consciously his attitudes and values on the counselee, though he is not obligated to keep his attitudes and values from being known.

3. may share confidential information when working with the same counselee, with the counselee's knowledge and permission.

4. must maintain confidentiality, even though others may have the same knowledge.

5. shall maintain high professional integrity regarding fellow workers when assisting in problem areas related to actions, attitudes and competencies of faculty or colleagues.

PRINCIPAL RESPONSIBILITIES OF THE SCHOOL COUNSELOR TO SCHOOL AND COMMUNITY

The school counselor:

1. shall support and protect the educational program against any infringement which indicates that it is not to the best interest of the counselee or program.

2. must assume responsibility in delineating his role and function, in developing educational procedure and program, and in assisting administration to assess accountability.

3. shall recommend to the administration any curricular changes necessary in meeting valid educational needs in the community.

4. shall work cooperatively with agencies, organizations and individuals in school and community which are interested in welfare of youth.

5. shall, with appropriate release, supply accurate information according to this professional judgement to community agencies, places of employment and institutions of higher learning.

6. should be knowledgeable on policies, laws and regulations as they relate to the community, and use educational facilities accordingly.

7. shall maintain open communications in all areas pertinent to the best interest of counselees.

8. shall not accept remuneration beyond contractual salary for counseling any pupil within the school district. The counselor shall not promote or direct counselees into counseling or educational programs which would result in remuneration to the counselor.

9. shall delineate in advance his responsibilities in case of any confrontation and have an agreement which is supported by the administration and the bargaining agency.

AMERICAN SCHOOL COUNSELOR ASSOCIATION POSITION STATEMENTS

Through close relationships with, and deep concerns for, America's young people, school counselors have developed considerable insight into and understanding of the needs of today's students. One of the results of these insights is the making of commitments to the student's physical, intellectual, and emotional well-being. The Position Statements published by the American School Counselors Association are designed to reflect these commitments in a public and professional manner.

In the following pages are all Position Statements currently submitted to, and approved by, the ASCA Governing Board.

AMERICAN SCHOOL COUNSELOR ASSOCIATION POSITION STATEMENT ON CHILD ABUSE/CHILD NEGLECT

The incidence of reported child abuse and child neglect has increased significantly, both nationally and statewide, during the last several years. Generally, state laws require people in the helping professions (physicians, medical interns, medical examiners, dentists, nurses, public and private school teachers, educational administrators, school counselors, family counselors, probation officers, social workers, police officers) who have reasonable cause to believe that a child is suffering serious physical or emotional injury to report this situation to the appropriate authorities. Therefore, since school counselors are either mandated reporters or involved with child abuse/neglect cases, a policy, referral procedures, and information are needed.

School counselors need to be aware of the causes of child abuse and neglect which are essential to accurate reporting. They should become aware of their state law since state laws vary. The materials presented here should be of help to all counselors in meeting the requirements of state child abuse laws.

School counselors must not only be able to identify abused and/or neglected children, but also must know what their role is in dealing with child abuse/neglect. They should be aware of the signs of observable abuse and observable neglect. School counselors should be actively involved in the development of local child abuse/neglect policies.

For purposes of uniformity, abuse and neglect are defined below. Abuse is defined to be the infliction, by other than accidental means, of physical harm upon the body of a child. Neglect is seen as the failure to provide necessary food, care, clothing, shelter, or medical attention for a child.

The American School Counselor Association recognizes the local, state and national problems associated with child abuse and neglect. Reporting suspected cases of child abuse/neglect to the proper constituted authorities is understood to be the responsibility of school counselors.

School counselors are often in a unique position to identify potential and actual cases of abuse neglect of children. Responsible action by the counselor can be achieved through recognition and understanding of the problem, knowing the reporting procedures, and participating in available child abuse information programs.

Based upon the legal requirements of state and national laws, many communities have prepared guidelines, procedures and informational memoranda to provide direction for counselors in the identification and reporting of suspected child abuse/neglect cases. School counselors should be aware that most state statutes make them immune from civil or criminal liability when reporting suspected child abuse/neglect cases. Failure to report may result in legal penalties.

School counselors who suspect a child is being abused or neglected should report the following information to the appropriate authority as soon as possible:

1. Name and address of the child and parent (or guardian).
2. Child's sex.
3. Nature and extent of the child's injuries, abuse or neglect.
4. Any evidence of prior injuries, abuse or neglect.
5. Action, if any, taken to treat, shelter or assist the child.
6. Name of the person or persons making the report.
7. Other pertinent information.

Depending upon local policy or state law, it is generally wise for school counselors not to contact the child's family or any other people to determine the cause of the suspected abuse or neglect. Usually, it is not the responsibility of school counselors to prove that the child has been abused or neglected, or to determine whether the child is in need of protection.

Cases of reported abuses or neglect are to remain confidential. Discussion of these situations should be limited to appropriate meetings with either school staff members who have a need to know or authorized personnel from appropriate agencies.

School counselors should cooperate with other community agencies in providing periodic staff development on the subject of child abuse and neglect.

Guidelines

The examples cited do not prove that abuse or neglect has actually occurred, but do provide evidence for further investigation. Examples should not be used in isolation. One or more of these factors may be present, but the existence of several should shift from wondering about child abuse and neglect to suspecting it.

Child abuse: examples of observable abuse of a child

1. Extensive bruises, bruises of different ages, patterns of bruises caused by a particular instrument (belt buckle, wire, coat hanger).

Child abuse: examples of observable abuse of a child (Cont'd)

2. Burn patterns consistent with forced immersion in a hot liquid (a distinct boundary line where the burn stops); burn patterns consistent with a spattering by hot liquids; patterns caused by a particular kind of implement (electric iron) or instrument (circular cigarette burns).
3. Lacerations, welts, abrasions.
4. Injuries inconsistent with information offered.
5. Sexual abuse in any act or acts involving sexual molestation or exploitation, including but not limited to incest, rape, carnal knowledge, sodomy, or unnatural or perverted sexual practices.

Child neglect: examples of observable neglect of a child

1. Malnourished; ill-clad; dirty; without proper shelter or sleeping arrangements; lacking appropriate health care.
2. Unattended; without adequate supervision.
3. Ill and lacking essential medical attention.
4. Irregular school attendance.
5. Exploited, overworked.
6. Emotionally disturbed because of continuous friction in the home, marital discord, mentally ill parents.
7. Abandoned.
8. Cruel treatment.

Reporting cases not involving apparent or obvious physical injury

It is not necessary that the reporting school counselor observe external physical signs of injury to a child. Abuse may be presumed to have occurred when a child complains of having been sexually molested or of pain, which she or he says resulted from an inflicted injury. School counselors should seriously and thoroughly investigate presumed cases of child abuse.

Sample procedures for reporting cases of child abuse

The following sample procedures may be used in referring suspected child abuse/neglect:

1. Any school counselor who suspects that a child has been abused shall report this as soon as possible to the principal (designee) on the day of observation.
2. The principal (designee) will review the report and school information with appropriate staff members (school adjustment counselor, nurse, assistant principal, guidance counselor, teacher) within two days of the referral; reasonable cause must be determined before informing the appropriate referral agency.
3. The school principal or designee shall call the appropriate referral agency (telephone number) and notify them of the alleged child abuse.

    a. You may request that the agency case worker maintain contact with a specific school staff member.
    b. You may ask that the specific identity of the report remain confidential (instead, the referral agency, if asked, would state that the referral came from the _ _ _ _ _ _ _ _ _ _ School Department).

Sample procedures for reporting cases of child abuse (Cont'd)

4. Within two working days, the school principal or designee shall submit a written report to the appropriate agency. This confidential report may be sent by registered mail. A photostatic copy of this confidential report may be forwarded to the Superintendent of Schools or designee.
5. If the appropriate agency does not respond to your report within 60 days, you are to refile the report. However, if no response, contact will be made within 20 days of the original notification.

School Counselors should:

1. Be familiar with the state child abuse law.
2. Report the incident when they feel a child is in danger. If there is doubt, resolve it in favor of the child. If the abuse is not reported, the child may be injured again.
3. Become familiar with children and family services available in their community.
4. Develop their position as a liaison between the school, the child, and the appropriate agency.
5. Know their local child abuse policy and procedures thoroughly.

School counselors may also wish to provide realistic programs on how to be a parent and educate other school personnel about child abuse/neglect and its manifestations. Common signs of child abuse have been presented in Guidelines for Child Abuse and Child Neglect.

COUNSELING AND GUIDANCE PROGRAM: STAFFING NEEDS AND RESPONSIBILITIES

Introduction

This position of the American School Counselor Association describes the elements of a comprehensive and developmental guidance and counseling program and the criteria upon which the quantity and responsibilities of qualified, differentiated staff members is based. The ASCA statements of counseling role and function for the elementary, middle/junior high, secondary and post secondary settings are an integral part of the design and implementation of guidance and counseling programs.

Philosophy

"Who am I?", "Who can I become as a person?", and "How can I best contribute to society?" are questions which guidance and counseling programs help all individuals to answer. In their design and operation, through the curriculum and through specialized approaches, guidance and counseling programs exist to improve the learning environment by involving students, staff, parents, community and others who influence the learning and development of the persons served by the program.

Through individual and group contacts over a period of time the counselor has a major role in helping all persons develop more adequate and realistic concepts of themselves, become aware of educational and occupational opportunities and to integrate their understanding of self and opportunities in making informed decisions.

Program goals

A guidance and counseling program provides for direct involvement of and service to students, staff and community in order to facilitate achievement of the following program goals.

Assist persons in developing:

1. A better understanding and acceptance of themselves; their strengths and limitations; aptitudes, needs, values, interests and worth as unique individuals.
2. Interpersonal relationships on the basis of mutual respect.
3. Problem-solving and decision-making skills.
4. And accepting increased responsibility for their educational, occupational and avocational development.

Standards

These standards are set forth in a manner which allows local school districts, institutions, agencies and others to design and implement guidance and counseling programs consistent with the unique needs found within each setting.

Program:

1. There is a written statement of objectives developed as a counselor responsibility, and with the involvement of appropriate others, specifying the overall guidance and counseling program as it involves and relates to the needs of the person in the school, institution, agency and community.
2. The basic program of guidance and counseling involves the process of consulting and coordinating services. The program is comprehensive and developmental and is implemented through the curriculum and through specialized approaches. Orientation, information, appraisal, placement, follow-up, follow-through, referral and research activities are included in the program.
3. There is evidence that all persons throughout the school, institution, agency and community have continuous opportunity to participate in the guidance and counseling program.
4. There is evidence that the guidance and counseling program is systematically planned, implemented and evaluated.
5. The guidance and counseling program is continued on an extended basis during periods when classes are not in session.
6. The guidance and counseling program is community oriented, serving not only students enrolled but also preschoolers, dropouts, graduates and other community citizens.
7. Counselor taught or initiated mini-courses in decision-making, value clarification, study skills, and/or similar units are offered.
8. The program serves three to five year old children and their parents where elementary school settings exist.
9. The guidance and counseling program provides other innovative service(s) or activities which are designed to meet unique needs of persons.

Staff

The American School Counselor Association has, in the past, given considerable thought and attention to the value of specified counselor-pupil ratios which are necessary to achieve the basic objectives of guidance and counseling programs. The absence of specified ratios in these standards should not be interpreted to mean that ratios cannot still serve as useful guides nor that they should not be maintained. ASCA holds the position that appropriate staff shall be employed to implement a guidance and counseling program designed to meet the needs of the persons to be involved in the program.

1. The guidance and counseling staff is qualified and appropriately certified /licensed according to state agency standards.
2. The guidance and counseling staff is responsible for the design, implementation and evaluation of the services and activities prescribed in the program.
3. Professional, secretarial and/or paraprofessional staff are adequate in numbers to meet the objectives of the program.
4. Provision is made for staff to attend and/or participate in intra- and inter- professional meetings and activities within and outside the state.

Facilities

Appropriate and meaningful guidance and counseling activities with individuals and groups takes place in a wide variety of settings, the specific environment often being determined by circumstances. There are, however, continuing student, program and staff needs in which privacy and confidentiality of conversation and records require specific counseling facilities.

1. Each counselor is provided with pleasant, private quarters conducive to conferences of a confidential nature and adequate in size to accomodate three to five persons.
2. The counseling facilities are located in an area readily accessible to students and others.
3. Each counselor's quarters is equipped with adequate telephone service.
4. A conveniently located area adequate for group guidance and counseling activities is available.
5. Adequate provision is made for the storage and display of all records and materials used by the counselor(s) in carrying out the guidance and counseling program.
6. Career resource center(s) are established and appropriately staffed to facilitate use of career awareness, exploration, planning, preparation and progression materials, equipment and supplies.

Materials and equipment

There is adequate budget for purchasing, maintaining and developing the materials and equipment necessary to achieve the objectives of the guidance counseling program.

COUNSELORS COMPLETING THE ENDORSEMENT* SECTION OF COLLEGE APPLICATION MATERIALS

Counselors charged with the responsibility of completing college application information should not complete the endorsement* section of such application materials. Furthermore, ASCA will make this policy known to appropriate associations to delete such endorsement sections from college application forms.

The rationale for this policy is as follows:

ASCA recognizes the role of the school counselor in the admissions process of one of providing counseling services to the student, which enables him/her to make decisions about post secondary education. The school furnishes sufficient objective data concerning the student's qualifications for post secondary education. Anything that could impede this counseling process works to the detriment of the student, the school and the post secondary institution.

The endorsement section of transcript-recommendation forms can be such an impediment. The counselor does not have data on the pool of current applicants with whom a given student will be competing at a given post secondary institution. Indeed, the post secondary institution does not have this data until its own pool of current applicants has been completed. Nor does the counselor have information on the current specific needs a post secondary institution has to round out its student body. Since this information is not available to a counselor, a specific endorsement of the student is meaningless.

Also, the endorsement section of the transcript-recommendation form can lead a student to believe that the secondary school and/or counselor makes the admission decision. This is not a desirable conclusion since this belief is harmful to the counseling relationship and since the decision to admit is that of the post secondary institution.

*The endorsement section of college application forms is interpreted to be that portion of the application that requires a counselor to "recommend," "not recommend," or "recommend conditionally" a student to be admitted to a post secondary institution. This policy is not intended to delete all counselor comments or recommendations from college application forms.

DEVELOPMENTAL GUIDANCE

During recent years a number of counselor educators and school counselors have advanced the proposition that counseling can and should become more proactive and preventative in its focus and more developmental in its content and process. Viewed in the context of an evolving societal emphasis upon personal growth and an expanding professional expertise, developmental guidance has resulted in a potentially dynamic and promising approach to the helping relationship of the school counselor. The concept of developmental guidance has been discussed under various rubrics, such as (deliberate) psychological education, human relations training, and preventative mental health. Developmental guidance is a reaffirmation and actualization of the belief that guidance is for all students and that its purpose is to maximally facilitate personal development.

Definition

Developmental guidance is that component of all guidance efforts which fosters planned intervention within educational and other human development services programs at all points in the human life cycle to vigorously stimulate and actively facilitate the total development of individuals in all areas-personal, social, emotional, career, moral-ethical, cognitive, aesthetic-and to promote the integration of the several components into an individual life-style.

Endorsement

The American School Counselor Association formally endorses, supports, and encourages the incorporation of developmental guidance in the role and function of the school counselor.

Antecedents

In the past the role of the school counselor has suffered from the restrictions of historical precedent, philosophical tradition, financial support, administrative definition, and counselor selection and preparation. Counselor functions have often been limited to crises management, adjustment coordination, vocational guidance, and clerical and quasi-administrative tasks.

Catalysts

Prompted by cultural change, progressive philosophy, advancement of knowledge and methodological improvement in the behavorial sciences, a climate of open public discourse, pressures of educational accountability, institutional economics, and professional survival, the "traditional" work of the school counselor is in need of well-seasoned revision.

Direction

If counseling is viewed humanistically, holistically, and comprehensively--that is developmentally-then the rationale for developmental guidance is clearly defined: Counseling should be habilitative as well as rehabilitative, proactive as well as reactive, preventative as well as remedial, skill-additive as well as problem-reductive, and characterized by outreach as well as availability. Developmental guidance is the summative terminology which connotes this emphasis.

Specifically, then, developmental guidance refers to the process and content of confluent human development as promoted by planned, purposeful, and sequential intervention.

Content

The content of developmental guidance will vary according to the developmental levels, stages and needs of participants; counselor competence and resources; and other factors. Examples of programs of contemporary interest include the following: human development (theories, stages, tasks, principles); career development (awareness, exploration, selection, employability skills), academic development (achievement motivation, study skills, test preparation, test wiseness), communication skills, interpersonal relations, decision making, values clarification, marriage and family planning, parent education, moral

Content (Cont'd)

development, affective education, conflict resolution, leadership training, assertion training, relaxation training, human sexuality, drug education, death education, and situational adjustment and self-management (divorce adjustment, depression management, weight control, behavior modification). This list is not exhaustive.

Intervention

Many means and resources for developmental guidance intervention are available, and counselors should select from among these alternatives according to needs identified in his or her work situation. Examples of means of delivery include: mini-courses, academic release time from designated classes for developmental guidance activities, curricular scheduling of guidance activities, extended hours (after school and evening), and classroom guidance. Examples of techniques and resources include: resource centers and libraries; programmed texts and workbooks; cofacilitation and consultation with teachers, paraprofessionals, peer counselors, and others; counseling and educational kits; curricular aids, media, bibliotherapy, cinematherapy; contracting; and experiential education. Examples of strategies include: direct service delivery, consultation, team teaching, peer counseling, and paraprofessional counseling.

Medium of delivery

In terms of efficiency, as well as effectiveness, group approaches are the preferred medium of delivery for developmental guidance activities. By definition, "group" refers to a natural or created cluster of individuals, as small in number as two or of unlimited size. The clusters may be identified as families, classrooms and grades, employees, clients, or other composites of persons who come together as a result of shared need or purpose, common attributes, and/or other coincident characteristics.

Competencies

Essential preparation for developmental guidance intervention involves a thorough understanding of human development (descriptive and theoretical); knowledge of counseling theory and practice; competence in counseling techniques and group processes; skill in program development and management; assessment, appraisal, and diagnostic skills based on developmental concepts; practical competence in basic statistics, applied research, and program evaluation methods; and specific knowledge in the area of developmental emphasis. The counselor should be personally effective and comfortable in all areas in which developmental guidance intervention is offered.

Developmental guidance specialists, must, at a minimum, be able to effectively deal with questions such as: What are the general characteristics, expectations, tasks, and behaviors of individuals at this state of development? What are this individual's characteristics, expectations, tasks, and behaviors? What can impede the process of development for this individual? What will facilitate the process of development for this individual?

Competencies (Cont'd)

Because the emphasis on developmental guidance is fairly new, counselor educators may need to modify the counselor education curriculum in order to prepare counseling students as proficient developmental interventionists. Because such an approach has often been taught as an ideal rather than as reality, as an attitude instead of a skill, counselor educators may be required to further develop their educative role.

Counseling students should seek to add the skills of developmental guidance intervention to their repertoire--if necessary, through adjuncts and alternatives to the usual counselor education curricula. Practicing counselors whose programs did not include developmental guidance components should seek to acquire the skills of developmental guidance intervention as part of their professional renewal efforts.

The developmental guidance counselor should be involved in a continuing program of professional improvement in developmental guidance expertise and strategies.

Competencies may be acquired, maintained, and improved through a variety of means--for example, graduate study, workshops, institutes and seminars, meetings and programs of professional associations, self-study of journals, comtemporary texts and instructional manuals, in-service education, continuing and extended education, internships, and consultation.

Implementation

Implementation strategies for the initiation of developmental guidance will most likely require assertiveness and ingenuity. Many administrators, teachers, other school personnel, students, and parents will be unaccustomed to the concept, intent, and outcome of developmental guidance; therefore, the counselor's competence must be visible; program development and planning thorough; rationale for programs convincing; conduct of procedures professional, and programs measured, evaluated and reported effectively, both formally and informally. Program implementation must be paced so as to minimize institutional resistance and prevent overextension. Although organizational management skills and change agent strategies will prove useful to those initiating developmental guidance programs, the expertise and personhood of the counselor may be the critical element of the implementation of developmental guidance.

Guidelines

There are several general principles which should help insure quality and effectiveness in the implementation of developmental guidance:

1. The program should be systematic, sequential, and comprehensive.
2. The program should be jointly founded upon developmental psychology, educational philosophy, and counseling methodology.
3. Both process and product (of the program itself and the individuals in it) should be stressed.
4. All personal domains--cognitive, affective, behavioral, experiential and environmental--should be emphasized.
5. Programs should emphasize preparation for the future and consolidation of the present.
6. Individualization and transfer of learning should be central to program

Guidelines (Cont'd)

procedure and method.
7. Evaluation and corrective feedback are essential.

EVALUATION OF SCHOOL COUNSELORS

Since the primary purpose of the evaluation process is to assure the continued professional growth of school counselors, the American School Counselor Association is committed to the continued improvement of this process. It is the organization's position that evaluations must be based on specific facts and comprehensive evaluation criteria which conform to local and state regulations.

Because of the American School Counselor Association's commitment to the improvement of school counseling services, the Association welcomes the opportunity to aid local administrators, department heads, and responsible parties with the improvement and/or development of evaluation instruments and procedures.

HUMAN SEXUALITY--SEX EDUCATION

It is the position of the American School Counselor Association that children need to know and be given appropriate information at various times in their lives regarding the human body and its function in reproduction.

The approach to sex education should be truthful, affirming that sexuality exists in all humans as a continuing force from birth to death. Children should be taught that this force can and must be integrated into the total personality of the individual.

The teaching of human sexuality should be a sequential learning experience planned in levels that can be assimilated by the students in various age groups. Just as in other school subjects, the presentation and material should be changed as the child's understanding grows and develops.

Besides being sequentially planned, sex education must make use of the insights into the entire learning process. It is important that teaching and counseling personnel have an attitude of openness and understanding and a willingness to be honest with the students.

The American School Counselor Association supports parental and community involvement and cooperation in establishing developmental programs on human sexuality, and encourages adequate training and certification for persons (teachers/counselors) designated as teachers and/or facilitators of these programs.

THE NECESSARY COOPERATION: REHABILITATION AND SCHOOL COUNSELORS MUST WORK TOGETHER

Introduction

Because school counselors and rehabilitation counselors provide essential support services, they must work more closely with each other in the counseling and placement of handicapped children. Public Law 94-142, the Education for All Handicapped Children Act (Section 121a 13; 121a 137), mandates services in which school counselors and rehabilitation counselors assess student needs, evaluate interest and aptitudes, and aid in the formulation of educational and vocational goals.

Eligibility for the school component will be determined through the evaluation process as outlined in the law. Rehabilitation and school counselors need to be included in the development of the Individual Educational Plans (IEP). People with physical, mental, or emotional handicaps are generally eligible for rehabilitation services. When the student leaves school, the transition to another program (possibly through rehabilitation services) or employment will be smoother because of the team efforts of the rehabilitation and school counselors.

Statement defining issues

Rehabilitation counselors and school counselors currently work independently of each other when providing services to handicapped children. Expertise, services, and information should be shared for the benefit of the pupil. Also, state and federal laws for the handicapped either require or direct cooperation between agencies.

Statement of position

The passage of PL 94-142, the Education for All Handicapped Children Act, places the responsibility of providing public education for all special needs children (ages 3 through 21) on the local public schools. Although the responsibility rests with the school system, state agencies are required to share information, expertise, and services. The law makes it national policy to ensure that all handicapped children have a free appropriate public education that emphasizes special education and related services designed to meet their unique needs.

Specifically, rehabilitation counselors and school counselors need to communicate with each other as frequently as possible. Both rehabilitation and school counselors should be included on the IEP teams. Services to the high-school age handicapped population should include vocational rehabilitation counseling and preparation for post-high school programs with the full complement of rehabilitation services (e.g., corrective surgery, living arrangments, hospitalization, prosthetic appliances, and transportation).

Rehabilitation counselors should provide counsultation on the social and vocational aspects of disabilities as well as technical assistance with vocational program planning.

Statement of position (Cont'd)

School counselors should help rehabilitation counselors through appropriate communications concerning the progress and needs of students. School and rehabilitation counselors should share information about student interests, aptitudes, educational and vocational goals. Rehabilitation and school counselors are responsible for implementing the services required by the individual student's needs.

School and rehabilitation counselors should jointly develop and arrange appropriate aptitude, interest, and achievement testing as well as medical, psychological, and vocational evaluations.

The rehabilitation and school counselors must work together to assist the student in developing and implementing a rehabilitation program that will lead to appropriate employment. This program may include further educational or vocational training as necessary.

In conclusion, it is imperative that handicapped children receive the educational and related services necessary to function in society in the least restrictive environment. As team members, school counselors and rehabilitation counselors can be of greatest assistance to handicapped children by combining resources and expertise in the development and implementation of Individual Educational Plans now mandated by federal legislation. The long-needed cooperation between school counselors and rehabilitation counselors will be of tremendous benefit in accomplishing these goals.

THE PARAPROFESSIONAL IN GUIDANCE AND PUPIL PERSONNEL SERVICES

A major goal of a guidance program is to enable students to make better personal, educational and career choices and to continue growth toward self-realization.

This may be accomplished through individual and group counseling, consultation and coordination with student, teachers, administrators, parents and the community. Of all the areas of education, counseling and pupil personnel services offer the best opportunities for individualization. In cooperation with all work setting personnel, humanization of education can become a reality.

To enable counselors to function more effectively and proficiently, the assignment of routine, incidental and technical duties must be performed by the paraprofessional.

The utilization of paraprofessionals in guidance and pupil personnel services provides a means of developing greater effectiveness within the guidance program.

With the appropriate education and training of carefully selected personnel, paraprofessionals under careful supervision could perform in the following areas:

As a clerical worker

*collect and maintain current guidance files.
*reproduce materials needed for the counselor in group and/or individual conferences.
*assist with all student record-keeping.
*assist students in completion of varied forms and applications.

As a resource person

*assist with the establishment and continuation of contacts with agencies and/or organizations in order to acquire information for the counselor; i.e., Chamber of Commerce, Employment Security Commission, and others of a comparable nature.
*catalog and file materials of an educational, occupational, avocational and personal nature.
*disseminate factual information and materials to the appropriate people.
*maintain appropriate personnel and information records.
*procure supplies and prepare materials for use by the counselor(s).
*perform routine collecting and analytical statistical operations.
*operate A-V equipment.

As an assistant in the area of assessment, specifically testing.

*collect and distribute test materials.
*assist counselor in administering and monitoring group tests.
*prepare and organize answer sheets for machine scoring, hand scoring small quantities (not to include the interpretation of test results).

The paraprofessional should:

*Possess a sensitivity to the problems and needs of children.
*Manifest an interest in working with children and youth.
*Be knowledgeable in the role of the counselor and the total guidance program.

The counselor should:

*assist in the selection of paraprofessionals.
*assume the responsibility of supervision of paraprofessionals.

For future planning, the professional organization should:

*Encourage the post-secondary educational systems to offer training for paraprofessionals in guidance and pupil personnel services.
*Encourage the collaboration of state education agency personnel, post-secondary student services personnel, and local education agencies' guidance personnel in stituting such courses and/or programs.

The training for paraprofessionals should include secretarial training, operation and use of multi-media materials, practical investigations and/or research techniques, human relations, group testing, ethics and home/school/community resources.

PEER COUNSELING

It is the position of the American School Counselor Association that Peer Counseling Programs enhance the effectiveness of the counseling program by increasing outreach programs and expansion of guidance services. Through proper selection, training, and supervision, peer counseling can be a positive force within the school and community that will meet the needs of a sizable segment of the student body.

Teenagers often communicate their problems to their peers rather than to parents, administrators, or counselors. There exists in every school community a segment of the student population that rejects adult relationships. In our society, peer influence may be the strongest single motivational force in a teenager's life. Peers can be selected and trained by professional counselors in communication and counseling skills through a carefully planned peer counseling program, and produce additional guidance services which otherwise might never have been realized.

Peer counseling defined

Peer counseling is defined as a variety of interpersonal helping behaviors assumed by nonprofessionals who undertake a helping role with others. Peer counseling includes one-to-one helping relationships, group leadership, discussion leadership, advisement, tutoring, and all activities of an interpersonal helping or assisting nature. A peer counselor refers to a person who assumes the role of a helping person with contemporaries. The term "peer" denotes a person who shares related values, experiences, life style, and is approximately the same age.

Peer counseling roles

Peer counselors can provide a variety of useful and helpful services for schools depending on the individual school's needs. It should be emphasized that because peer counselors are trained to function in an interpersonal capacity, they should not be used as clerical assistants.

The most obvious role of peer counselors is that of one-to-one counseling. Talking with students about their personal problems, referring peers to other sources of help in the community, giving information about drugs, sex, venereal disease, and helping students with their school problems are some of the types of assistance given by peer counselors on a one-to-one basis.

Peer counselors can be effective in group settings. Their training enables them to be used as group leaders, assistants in counseling groups, teachers of counseling skills to other students in counseling groups, or as communications skills trainers in the classroom. Peer counselors can also help to train new groups of peer counselors.

There are several educational functions that a peer counselor can perform effectively, such as tutoring students in academic areas, serving as readers for nonreaders, and assisting Special Education consultants in working with learning and behaviorially disabled students.

Peer counseling roles (Cont'd)

Peer counselors can be helpful in many guidance capacities. They are very effective in greeting new students and their parents and in making them feel welcome. They can be used to help with the registration process by aiding students in the selection of their classes and serving as assistants and runners on Registration Nights. Other guidance functions peer counselors can perform are serving as Career Center helpers, Open House guides, writing the Guidance Newsletter, helping with organizational details of testing, and being responsible for the management of Career Program speakers.

Professional counselors' responsibilities in peer counseling

The professional counselor must accept the responsibility for adequately meeting the needs of the school population and for writing a peer counseling program designed to meet those needs. The counselor must then accept the additional responsibilities for:

1. Devising a plan for selection of peer counselors which is compatible with the population to be served.
2. Coordinating the leadership of an adequate training program for the peer counselors selected for the program.
3. Planning the professional counselor's time budget so that adequate time is scheduled for work with peer counselors.
4. Constructing a support system through positive, factual, and honest public relations.
5. Providing time for meeting with the peer counseling group on a weekly basis for continued training, supervision, sharing, and personal growth.
6. Continually monitoring and evaluating the training and impact of the program, and instituting any necessary changes to help the program meet the assessed needs of the population it serves.

The professional counselor must constantly serve as a support and a resource person to peer counselors. The counselor must have a broad, reliable awareness of competent resources and support professionals in the community who can and will accept referrals when needed.

The professional counselor should accept responsibility for the design and completion of research on the program. Follow-up studies must be conducted and program effectiveness must be studied in an objective manner. Results should be reported to the population served and to interested professionals; it is the responsibility of the counselor to share information, research, and expertise with other interested counselors.

How peer counselors help the professional counselor

After training and with ongoing supervision, peer counselors can work as important members of the guidance team. Peer counselors often are able to help accomplish things that the professional cannot do alone or cannot do as quickly alone. Therefore, peer counselors help increase the services of the counseling center. They are able to serve in an outreach function and be of service to any population that may feel uncomfortable talking with a professional counselor.

How peer counselors help the professional counselor (Cont'd)

The peer counselors may assist peers with a variety of problems as they serve as listeners. While serving as listeners, they are able to help others on a daily basis to stay healthy mentally, or to reduce crisis situations by alerting professional counselors to problems of a serious nature.

As counselors train peer counselors with helping skills, the peer counselors grow as persons and become more functional at a higher level. Peer counselors are also able to see if they want a future occupation in the helping profession. Peer counselors are trained to become more effective adults.

It is imperative that all guidance and counseling departments in the schools plan, initiate, and implement a peer counseling program. Well-trained peer counselors can have a positive effect on students that no one else can provide. Students sometimes relate and accept alternative patterns of behavior from peers who are struggling with similiar feelings and problems. Peer counselors can create a tremendous position impact on the student population.

PRINCIPLES OF CONFIDENTIALITY

The members of the American School Counselor Association affirm their belief in the worth and dignity of the individual. It is the professional responsibility of school counselors to fully respect the right to privacy of those with whom they enter counseling relationships.

A counseling relationship requires an atmosphere of trust and confidence between the client and the counselor. A client has the right to privacy and to expect confidentiality. This confidentiality must not be abridged by the counselor except where there is a clear and present danger to the client and to other persons.

The counselor reserves the right to consult with other professionally competent persons when this is in the interest of the client. Confidentiality assures that disclosures made will not be divulged to others except when authorized by the client. Counseling information used in research and training of counselors should fully guarantee the anonymity of the counselee.

In the event of possible judicial proceedings the counselor should initially advise the school administration as well as the counselee if available, and if necessary, consult legal counsel. When reports are required to be produced, every effort should be made to limit demands for information to those matters essential for the purposes of the legal proceeding.

Guidelines

1. The main purpose of privileged communication is to offer counselees a relationship in which they will be able to deal with what concerns them without fear of disclosure.
2. In reality, it is the client who is privileged. It is the client's own information and the client has the right to say who shall have access to it and who shall not.
3. The counselor and client must be provided with adequate physical facilities that guarantee the confidentiality of the counseling relationship.
4. With the enactment of Public Law 93-380 which speaks to the rights and privacy of parents and students, great care should be taken with recorded information.
5. Counselors must be concerned about individuals who have access to confidentiality information. Counselors must adhere to PL 93-380.
6. All faculty and administrative personnel should receive in-service training concerning the privacy rights of students. Counselors should assume the primary responsibility for educating school personnel in this area.
7. It should be the policy of each school to guarantee secretaries adequate working space so that students and school personnel will not come into contact with confidential information, even inadvertently.
8. Counselors should undertake a periodic review of information requested of their clients. Only relevant information should be retained.
9. Counselors must not discuss matters over the telephone. A counselor should insist that a request for information be made in writing on official stationary.
10. Counselors should be aware that it is much more difficult to guarantee confidentiality in group counseling than in individual counseling.
11. Communications made in good faith concerning a student may be classified as privileged by the courts and that communicating parties will be protected by law against legal actions seeking damages for libel or slander. Generally, it may be said that an occasion of this particular privilege arises when one acts in the bona fide discharge of public or private duty. This privilege may be abused or lost by malice, improper and unjustifiable motive, bad faith, or excessive publication.
12. When a counselor is in doubt about when to release in a judicial proceeding, the counselor should arrange a conference with the judge to explain the counselor's delemma and get advice on how to proceed.
13. Counselors have a responsibility to encourage school administrators to develop written policies concerning the ethical handling of all records in their school system. The development of additional guidelines relevant to the local situation are encouraged.
14. Finally, it is strongly recommended that state and local counselor associations implement these principles and guidelines with appropriate legislation.

With passage of the Family Educational Rights and Privacy Act, Public Law 93-380 (The Buckley Amendment), great care must be taken with recorded information. It is essential that counselors familiarize themselves with this new law which is a part of the omnibus education amendments of 1974, and support it's intent to all their publics.

Guidelines (Cont'd)

Provisions of this law on parent and student rights and privacy:

1. Deny federal funds to any education institution that refuses a student's parents access to their child's school record. Parents also have the right to challenge the accuracy of any records.
2. Deny federal funds if records are released to outside groups without parental consent with exception of other school officials, officials in other schools (transfer), some federal officials, court orders and financial aid applications, with clearance procedures of parents even on the exceptions.

All counselors should have a copy of the complete law. The section pertaining to rights and privacy is on pages 88-91, and may be requested from your congressman. A draft of proposed regulations pertaining to the law was published in the Monday, January 6, 1975, Federal Register.

THE SCHOOL COUNSELOR'S ROLE IN THE IMPLEMENTATION OF PUBLIC LAW 94-142

The adoption of Public Law 94-142, the Education of the Handicapped Act, by the federal government has provided the framework for more appropriate educational programming for exceptional students. Such components of the law as due process, individual educational programming, and least restrictive environment offer opportunities to utilize the counselor's skills for the benefit of this portion of their clientele. It is particularly important that the role of the counselor in these procedures is clearly defined and understood by all concerned.

The purpose of this position statement is to define those role functions that are and are not reasonably within the scope of the counselor's duties in relation to the implementation of Public Law 94-142.

The American School Counselor Association believes that school counselors might reasonably be expected to perform the following functions in the implementation of Public Law 94-142.

1. To assist in the identification of handicapped students, including the administration of certain initial screening devices.
2. To serve as a member of the multi-disciplinary team for the purpose of defining the most appropriate program for handicapped students.
3. To prepare such portions of the student's individual educational program as may relate to services to be performed or coordinated by the school counselor.
4. To provide input as to a student's present level of functioning, affective needs, and the appropriateness of certain programs to meet those needs.
5. To provide supportive counseling for the parents of handicapped students as it relates to the educational objections stated in the individual educational plan.
6. To provide guidance and counseling services to handicapped students consistent with those provided to non-handicapped students.

7. To provide supportive counseling for handicapped students consistent with the objectives stated in the individual educational plan.
8. To consult with teachers on the affective needs of exceptional students assigned to their classes.
9. To assist in the development and implementation of professional development activities for staff working with exceptional students in either self-contained or mainstreamed environments.
10. To serve in a liaison capacity with vocational-technical schools, regional service units, and other agencies in matters relating to handicapped students.

The American School Counselor Association also believes that there are certain responsibilities pertaining to the implementation of Public Law 94-142 that are NOT PRIMARILY those of the school counselor, although, the counselor may be involved to varying degrees in these duties. Practical consideration of local conditions and state regulations must limit the counselor's involvement in the following activities.

1. To serve as the local educational agency's one representative in formal due process procedures related to the placement of, or programming for, handicapped students.
2. To prepare individual educational programs for handicapped students other than those portions related to guidance services.
3. To act as the only source of information concerning the special education programs of a district.
4. To make decisions concerning the placement or retention of exceptional students.
5. To serve in any supervisory capacity in relation to the implementation of Public Law 94-142.
6. To serve as a member of the multi-disciplinary team reviewing placement referrals for students who are not normally a part of the counselor's case load.

SCHOOL COUNSELORS AND MILITARY RECRUITMENT

A. Introduction

The relationship between the military recruiter and the school counselor is a potential source of conflict for both parties. In some schools, recruiters of one or all military services are welcomed by counselors and other school personnel; in others, they are denied entry to the building. Counselor attitudes range from the pacifist position where military careers are actively disparaged, to schools where counselors recruit as actively as paid military personnel. In some schools no information on military careers is seen in career centers; in others, information provided by the military is the only career material available.

Three issues emerge in the minds of both recruiters and counselors:

1) access to students in the school building during school time.
2) release of lists of students' names and addresses.
3) administration and use of Armed Services Vocational Aptitude Battery.

The purpose of this position statement is to set forth some reasonable expectations for both counselors and recruiters on these and other

A. Introduction (Cont'd)

issues, so that school systems, schools, or individuals will have a basis for discussion and policy-making in their own work settings. This position statement assumes that representatives of all the armed services receive equal treatment in schools.

B. Expectations

It is reasonable for the recruiter to expect the school counselor to:

1. allocate time for presentations and individual student contact on military careers at least as often as other representatives of other career and educational institutions are scheduled, as determined by the school.
2. display information on military careers along with other career and educational recruitment literature in the school's career center.
3. be familiar with career and educational opportunities offered by the military.
4. assist with the interpretation of ASVAB scores as requested by students and parents.
5. explore both positive and negative aspects of military, as well as other, career options with their students.
6. release information on students in accord with legislative guidelines concerning student records.
7. notify recruiters of career fairs, college nights, and other such activities where career and educational options are presented by non-school personnel.

It is reasonable for school counselors to expect military recruiters to:

1. contact students within the guidelines established by the school for career and educational representatives.
2. present clear, accurate, and complete information to students, giving honest answers on both positive and negative aspects of military life, so that students may make informed choices.
3. request only information which they have permission from students or parents to receive.
4. inform students fully about potential and intended use of any information students give to military personnel, including test date.
5. make an appointment with the counselor before coming to the school.
6. propose to the counselor a calendar of activity for the school year by August.

C. Issues

It is desireable that school systems and area recruiters develop mutually agreeable guidelines for school counselor/recruiter contact. Issues these guidelines should address include:

1. student absences from school for processing or other military or pre-military activities.

C. Issues (Cont'd)

2. administration of the ASVAB or other tests for the military: if, when, where, by whom, to whom, and other such concerns.
3. mutual responsibility for potential dropouts: procedures for the military informing the school, and the school presenting military options, along with other work and educational opportunities, to students who are considering leaving school before graduation.
4. means of keeping counselors up-to-date on military opportunities.
5. desirability of removing the school as liaison between students and military recruiters, with encouragement for most contact with students being out of school.
6. legality of release of information about students to military and other recruiters.

STANDARDIZED GROUP I.Q. TESTING

There is concern among educators as well as various groups within the public sector regarding the use of standardized, group intelligence tests or the so called I.Q. tests. Users of these tests cite several reasons why such testing should be discontinued. Concern centers around the following distinct issues.

The first issue is the use of I.Q. tests to categorize individuals. Children have diverse talents and abilities, and the purpose of schools is to nurture these so that optimal educational development takes place. This makes categorization based on the bell-shaped curve inappropriate.

A second issue is that standardized group I.Q. tests do not measure what they purport to measure. A paper and pencil test composed of multiple choice items is not an adequate means for measuring the complexities of human intelligence. As a result of these limitations, inadequate interpretations may be made about children's abilities.

The third issue deals with test bias. The test content is based primarily on white middle class culture and values. Interpretations tend to be inaccurate and misleading when used with students from other types of backgrounds. Consequently, some students are in reality being classified as a result of their socio-economic or racial/ethnic status.

The final issue is that standardized tests of intelligence are used throughout the nation in ways which permanently affect the self-image of the tested. This alters their own aspirations as to their probable futures and may influence the expectations of their teachers.

It is the position of the American School Counselor Association to oppose continued use of standardized group intelligence tests. ASCA joins with other educational groups in working toward a national discontinuation of such testing until the problems with the tests and their users can be corrected.

STUDENT RECOGNITION PROGRAMS

It is the position of the American School Counselor Association that counselors should endeavor to protect students and their families in accordance with federal law (PL 93-380) and should alert students and parents to be particularly cautious in approving the release of names and addresses of students to "recognition programs."

Counselors are concerned that some recognition programs:

1. Lack educational benefit to selected students.
2. Provide convenient lists which may be used for noneducational purposes.
3. Exploit students and families when these programs solicit the purchase of certificates, pins, publications, etc.
4. Use methods of selection which are not clear.
5. May discriminate when some students are selected.

The counselor's position should be to seek administrative support and cooperation in publicizing these concerns so that students and their families will be informed in the release of names and addresses of students.

STUDENTS RIGHTS: A DEVELOPING RIGHT TO KNOW

The American School Counselor Association supports the constitutional rights of all persons to their individual and collective freedom to express views and feelings which have also been recognized by the courts of this nation.

The United States Congress has enacted into law protection of the rights and privacy of parents and students, particularly relating to the records maintained on each student (PL 93-380). Our youth need specific interpretation related to the constitutional and lawful rights related to the right which present and former students (and parents) are entitled.

Therefore, the American School Counselor Association hereby formally supports the Constitution of the USA, in particular the first and fourteenth amendments as related to this position statement, and Public Law 93-380. ASCA thereby is committed to be actively involved in assuring that students be treated as citizens of the USA with all due rights, privileges and responsibilities.

Counselors are serving as advocates, activists, and catalysts for assuring these rights. Therefore, ASCA further supports and promotes:

improved record keeping;
law-abiding, discrimination release of information/data from student records;
the recording of positive, meaningful and non-valuative evaluations on student records and documents;
positive reinforcements in the learning processes;
student orientation to all rights and due processes open to him/her ie., how to get one's rights as a student; what to do if searched, seized or interrogated; reviewing one's school records (or parental review of same); resources of assistance available to students; freedom to express one's views; freedom of the press; disseminating information regarding state statutes on corporal punishment; the right to have a Student Bill of Rights in the school, school system, or state;

student orientation and understanding of student responsibilities as well as student rights under the Constitution and PL 93-380 without understanding student rights as has more frequently been the case.

ASCA supports legislation and court actions which will insure rights of students as citizens of the U.S.A. ASCA's position is that the counselor is the "student advocate" --supporter, intercessor, pleader, defender-- through speaking, writing, and action!

TEACHER/COUNSELOR WORKING RELATIONSHIPS IN CAREER EDUCATION

Career education stresses an interdisciplinary approach to planning educational experiences for students. Such experiences should be planned based on all aspects of the curriculum as well as the students involved. In the day-to-day schedules of professionals involved in education, provision must be made for times and places to share across discipline lines. Both the counselor and the teacher are key components of any professional educational planning team. Each must share a responsibility for facilitating joint-planning and dialogue regarding curriculum development in career education.

The guidance program can be viewed as including three components: consultation, coordination and counseling. Counselors and teachers must develop the kinds of working relationships which assure the maintenance of these components. Under the philosophy of career education, the processes of self-concept development, values clarification and decision-making skills offer areas where the counselor/teacher team must work together in translating these processes into action strategies.

NOTE: The American School Counselor Association Code of Ethics and the Position Statements are quoted on pages 33-58 in this Bulletin directly from the organization's publication.

INTRODUCTION

A developmental plan for guidance and counseling will have as its major thrust the development of the whole child. The program begins with the child's first experience with formal schooling and continues through his/her exit from high school. At this point, the young adult will have been involved in experiences designed to prepare him/her to function successfully as a member of society.

The developmental plan for guidance and counseling will prepare students to:

1. see themselves as important, significant individuals.
2. deal effectively as members of the family, the community, and the whole society.
3. ensure their physical and mental health.
4. select an occupation in line with their interests and abilities.
5. secure training necessary for their chosen vocation.
6. engage in pleasurable leisure-time activities geared to their interests.

STUDENT COMPETENCIES
BY DOMAINS
AND GOALS

Domain I. Self-knowledge and Interpersonal Skills

Goal A. Students will develop and incorporate an understanding of the unique personal characteristics and abilities of themselves and others.

Objective 1. Students will be aware of the unique personal characteristics of themselves and others.

Outcomes: Students will:

a. describe their appearance and their favorite activities. (kindergarten)
b. recognize special or unusual characteristics about themselves. (first grade)
c. recognize special or unusual characteristics about others. (second grade)
d. describe themselves accurately to someone who does not know them. (third grade)

Objective 2. Students will demonstrate an understanding of the importance of unique personal characteristics and abilities in themselves and others.

Outcomes: Students will:

a. analyze how people are different and how they have different skills and abilities. (fourth grade)
b. specify those personal characteristics and abilities that they value. (fifth grade)
c. analyze how characteristics and abilities change and how they can be expanded. (sixth grade)
d. compare their characteristics and abilities with those of others and will accept the differences. (seventh grade)
e. describe their present skills and predict future skills. (eighth grade)
f. value their unique characteristics and abilities. (ninth grade)
g. analyze how characteristics and abilities develop. (tenth grade)

Objective 3. Students will appreciate and encourage the unique personal characteristics and abilities of themselves and others.

Outcomes: Students will:

a. specify which characteristics and abilities they appreciate most in themselves and others. (eleventh grade)
b. appreciate their uniqueness and encourage that uniqueness. (twelfth grade)

Goal B. Students will develop and incorporate personal skills that will lead to satisfactory physical and mental health.

Objective 1. Students will be aware of personal skills necessary for satisfactory physical and mental health.

Outcomes: Students will:

a. describe ways they care for themselves. (kindergarten)
b. describe how exercise and nutrition affect their mental health. (first grade)
c. describe how they care for their physical health. (second grade)
d. describe how they care for their mental health. (third grade)
e. recognize that they are important to themselves and others. (fourth grade)
f. determine those situations that produce unhappy or angry feelings and how they deal with those feelings. (fifth grade)
g. understand what "stress" means and describe methods for handling stress. (sixth grade)

Objective 2. Students will demonstrate personal skills that will lead to satisfactory physical and mental health.

Outcomes: Students will:

a. distinguish between things helpful and harmful to physical and mental health. (seventh grade)
b. distinguish between things helpful to physical and mental health. (eighth grade)
c. predict methods they may use in caring for medical emergencies. (ninth grade)

Objective 3. Students will demonstrate satisfactory physical and mental health.

Outcomes: Students will:

a. effectively reduce their stress during tension-producing situations. (tenth grade)
b. continually evaluate the effects their leisure-time activities have on their physical and mental health. (eleventh grade)
c. analyze their own personal skills that have contributed to satisfactory physical and mental health. (twelfth grade)

Goal C. Students will develop and incorporate an ability to assume responsiblity for themselves and to manage their environment.

Objective 1. Students will be aware of their responsibilities in their environment.

Outcomes: Students will:

a. describe areas where they are self-sufficient. (kindergarten)
b. describe responsibilities they have in their environment. (first grade)
c. give such examples of their environment as their address and the way from school to home. (second grade)
d. describe the responsibilities of adults they know. (third grade)

Objective 2. Students will understand the importance of assuming responsibility for themselves and for managing their environment.

Outcomes: Students will:

a. know their responsibilities and be trusted to do them. (fourth grade)
b. analyze how growing up requires more self-control. (fifth grade)
c. know their responsibilities and evaluate their effect on others. (sixth grade)
d. compare and contrast the responsibilities of others in their environment. (seventh grade)
e. evaluate how responsibility helps manage their lives. (eighth grade)
f. analyze when they take responsibility for themselves and manage their environment. (ninth grade)

Objective 3. Students will assume responsibility for themselves and manage their environment.

Outcomes: Students will:

a. show how they manage their environment. (tenth grade)
b. assess how those times of avoiding responsibility hinder their ability to manage their environment effectively. (eleventh grade)
c. assess how taking responsibility enhances their lives. (twelfth grade)

Goal D. Students will develop and incorporate the ability to maintain effective relationships with peers and adults.

Objective 1. Students will be aware of their relationships with peers and adults.

Outcomes: Students will:

a. describe their work and play relationships with others. (kindergarten)

b. describe the process of making a friend. (first grade)
c. describe the process of making and keeping a friend. (second grade)
d. recognize the actions they take that affect others' feelings. (third grade)
e. indicate methods that lead to effective cooperation with children and adults. (fourth grade)
f. describe their relationships with family members. (fifth grade)

Objective 2. Students will demonstrate a growing ability to create and maintain effective relationships with peers and adults.

Outcomes: Students will:

a. analyze the skills needed to make and keep friendships. (sixth grade)
b. evaluate ways peers and adults interact. (seventh grade)
c. analyze effective family relationships, their importance, and how they are formed. (eighth grade)
d. evaluate the importance of having friendships with peers and adults. (ninth grade)
e. describe situations where their behaviors affect others' behaviors toward them. (tenth grade)
f. assess their current social and family relationships and evaluate their effectiveness. (eleventh grade)

Objective 3. Students will maintain effective relationships with peers and adults.

Outcomes: Students will:

a. understand the value of maintaining effective relationships throughout life in today's interdependent society. (tewlfth grade)

Goal E. Students will develop and incorporate listening and expression skills that allow for involvement with others in problem-solving and helping relationships.

Objective 1. Students will be aware of listening and expression skills that allow for involvement with others.

Outcomes: Students will:

a. recognize that they listen to, and speak with, a variety of people. (kindergarten)
b. describe those methods that enable them to speak so they can be understood by others. (first grade)
c. describe those listening and expression skills that allow them to understand others and others to understand them. (second grade)

Objective 2. Students will use listening and expression skills that allow for involvement with others.

Outcomes: Students will:

a. listen to, and speak with, both friends and others that are not close friends. (third grade)
b. evaluate how what they say affects others' actions and how what others say affects their actions. (fourth grade)
c. evaluate ways others listen and express thoughts and feelings to them. (fifth grade)
d. use effective nonverbal communication. (sixth grade)
e. evaluate how listening and talking help to solve problems. (seventh grade)
f. analyze how communications skills improve their relationships with others. (eighth grade)
g. analyze how communications skills contribute toward work within a group. (ninth grade)

Objective 3. Students will use listening and expression skills that allow for involvement with others in problem-solving and in helping relationships.

Outcomes: Students will:

a. use communications skills to help others. (tenth grade)
b. analyze how their communications skills encourage problem-solving. (eleventh grade)
c. evaluate their current communications skills and continually improve those skills. (twelfth grade)

Domain II. Life Roles, Settings, and Events

Goal A. Students will develop and incorporate those skills that lead to an effective role as a learner.

Objective 1. Students will be aware of themselves as learners.

Outcomes: Students will:

a. describe those things they learn at school. (kindergarten)
b. relate learning experiences at school to situations in the home. (first grade)
c. recognize some benefits of learning. (second grade)
d. realize that certain study skills are necessary for learning each school subject. (third grade)
e. describe the various methods they use to learn in school. (fourth grade)

Objective 2. Students will use those skills that lead to an effective role as a learner.

Outcomes: Students will:

a. analyze how their basic study skills relate to desired work skills. (fifth grade)

b. analyze how school learning experiences relate to their leisure activities. (sixth grade)
c. predict how they will use knowledge from certain subjects in future life and work experiences. (seventh grade)
d. learn both in, and out of, the school setting. (eighth grade)
e. describe personal learning and study skills and explain their importance. (ninth grade)
f. evaluate personal learning and study skills and explain how they can be improved. (tenth grade)

Objective 3. Students will be effective in their roles as learners.

Outcomes: Students will:

a. predict how their developed learning and study skills can contribute to work habits in the future. (eleventh grade)
b. evaluate ways they presently learn and predict how learning may change in the future. (twelfth grade)

Goal C. Students will develop and incorporate an understanding of the legal and economic principles and practices that lead to responsible daily living.

Objective 1. Students will be aware of legal and economic principles and practices.

Outcomes: Students will:

a. recognize the town, state, and country in which they reside. (kindergarten)
b. understand why people use money in our economic system. (first grade)
c. describe those rules they follow in their environment and why those rules are necessary. (second grade)
d. understand what a consumer is and how they are consumers. (third grade)
e. describe how people depend on each other to fulfill their needs. (fourth grade)
f. recognize that a wage earner is required to pay taxes. (fifth grade)
g. describe how the government uses tax money. (sixth grade)

Objective 2. Students will demonstrate a growing ability to use legal and economic principles and practices that lead to responsible daily living.

Outcomes: Students will:

a. describe the rights and responsibilities they have as citizens of their towns and states. (seventh grade)

b. describe the rights and responsibilities they have as U.S. citizens. (eighth grade)
c. evaluate the purposes of taxes and how they support the government. (ninth grade)
d. evaluate their roles as consumers. (tenth grade)
e. analyze their legal rights and responsibilities as consumers. (eleventh grade)

Objective 3. Students will use responsible legal and economic principles and practices in their daily lives.

Outcomes: Students will:

a. analyze how they, as citizens and consumers, help to support the economic system. (twelfth grade)

Goal C. Students will develop and incorporate an understanding of the interactive effects of life-styles, life roles, settings, and events.

Objective 1. Students will be aware of life-styles, life roles, settings, and events.

Outcomes: Students will:

a. describe their daily activities at school. (kindergarten)
b. realize how they have changed during the past year. (first grade)
c. describe necessary daily activities that are carried out by self and others. (second grade)
d. recognize that people have varying roles and describe their own roles. (third grade)
e. understand what important events affect the lives of self and others. (fourth grade)
f. recognize what a life-style is and what influences their life-styles. (fifth grade)

Objective 2. Students will acknowledge the interactive effects of life-styles, life roles, settings, and events in their lives.

Outcomes: Students will:

a. analyze ways they have control over themselves and their life-styles. (sixth grade)
b. evaluate their feelings in a variety of settings. (seventh grade)
c. predict their feelings in a variety of potential settings. (eighth grade)
d. analyze how life roles, settings, and events determine preferred life-styles. (ninth grade)
e. compare how life-styles differ depending on life roles, settings, and events. (tenth grade)

Objective 3. Students will understand the interactive effects of life-styles, life roles, settings, and events.

Outcomes: Students will:

a. determine how life roles, settings, and events have influenced their present life-styles. (eleventh grade)
b. assess the interactive effects of life roles, settings, and events and how these lead to a preferred life-style. (twelfth grade)

Goal D. Students will develop and incorporate an understanding of stereotypes and how stereotypes affect career identity.

Objective 1. Students will be aware of stereotypes and some of their effects.

Outcomes: Students will:

a. mentally project adults into work activities other than those they do presently. (kindergarten)
b. recognize how peers differ from themselves. (first grade)
c. distinguish which work activities in their environment are done by certain people. (second grade)
d. recognize why people choose certain work activities and that those choices may change. (third grade)
e. define the meaning of "stereotypes" and indicate how stereotypes affect them. (fourth grade)
f. describe stereotypes that correspond with certain jobs. (fifth grade)

Objectibe 2. Students will demonstrate a growing ability to understand stereotypes and how stereotypes affect career identity.

Outcomes: Students will:

a. predict how stereotypes might affect them in work activities. (sixth grade)
b. describe occupations that have stereotypes existing for them and will analyze how those stereotypes are reinforced. (seventh grade)
c. evaluate the ways in which certain groups (men, women, minorities, and so on) are stereotyped. (eighth grade)
d. analyze stereotypes that exist for them and how those stereotypes limit their choices. (ninth grade)
e. analyze stereotypes held by others and how those stereotypes can limit choices. (tenth grade)

Objective 3. Students will understand stereotypes in their lives and environment and how stereotypes affect career identity.

Outcomes: Students will:

a. evaluate their stereotypes and explain those they have changed. (eleventh grade)
b. analyze the effect stereotypes have on career identity. (twelfth grade)

Goal E. Students will develop and incorporate the ability to express futuristic concerns and the ability to imagine themselves in these situations.

Objective 1. Students will be aware of the future and what situations might occur in the future.

Outcomes: Students will:

a. describe situations that are going to happen in the future. (kindergarten)
b. describe situations desired for the future and when they would like those situations to happen. (first grade)
c. recognize what they would like to accomplish when they are three years older. (second grade)
d. define what "future" means. (third grade)

Objective 2. Students will demonstrate a growing ability to express futuristic concerns and to imagine themselves in such situations.

Outcomes: Students will:

a. imagine what their lives must be like in the future. (fourth grade)
b. imagine what the world will be like in twenty years. (fifth grade)
c. predict what they will be like in twenty years. (sixth grade)
d. predict ways in which some present careers may be different in the future. (seventh grade)
e. predict how they may have to change to fit into a career in the future. (eighth grade)
f. analyze how choices they are making now will affect their lives in the future. (ninth grade)
g. predict some of the concerns they will have as they get older. (tenth grade)

Objective 3. Students will express futuristic concerns and will imagine themselves in these situations.

Outcomes: Students will:

a. evaluate the need for flexibility in their roles and in their choices. (eleventh grade)

b. analyze how concerns change as situations and roles change. (twelfth grade)

Domain III. Life Career Planning

Goal A. Students will develop and incorporate an understanding of producer rights and responsibilities.

Objective 1. Students will be aware of what a producer is and that producers have rights and responsibilities.

Outcomes: Students will:

a. describe the work activities of family members. (kindergarten)
b. describe different work activities and their importance.(first grade)
c. define "work" and recognize that all people work. (second grade)
d. realize that people obtain reqards for their work. (third grade)
e. recognize that a producer can have many different roles. (fourth grade)
f. recognize how they depend on different producers. (fifth grade)

Objective 2. Students will demonstrate an understanding of what a producer is and producer rights and responsibilities.

Outcomes: Students will:

a. demonstrate steps they follow in producing a product or task in which they take pride. (sixth grade)
b. show appreciation when others successfully complete a difficult task. (seventh grade)
c. analyze the relationship between interests and producer satisfaction. (eighth grade)
d. analyze how producers may have to cooperate with one another to accomplish a large or difficult task. (ninth grade)
e. evaluate the importance of having laws and contracts to protect producers. (tenth grade)

Objective 3. Students will understand and exemplify producer rights and responsibilities.

Outcomes: Students will:

a. specify their rights and responsibilities as producers. (eleventh grade)
b. speculate what their rights and obligations might be as producers in the future. (twelfth grade)

Goal B. Students will develop and incorporate an understanding of how attitudes and values affect decisions, actions, and life-styles.

Objective 1. Students will be aware of attitudes and values and their effects.

Outcomes: Students will:

a. describe people and activities they enjoy. (kindergarten)
b. describe actions of others that they do not appreciate. (first grade)
c. describe those things they have learned that aid in making choices. (second grade)
d. recognize those accomplishments of which they are proud. (third grade)
e. define "attitudes" and "beliefs" and describe the effects attitudes and beliefs have on decisions. (fourth grade)
f. define "values" and describe their own values. (fifth grade)

Objective 2. Students will demonstrate a growing understanding of how attitudes and values affect decisions, actions, and life-styles.

Outcomes: Students will:

a. analyze how their attitudes and values influence what they do. (sixth grade)
b. compare and contrast others' values. (seventh grade)
c. predict how their values will influence their life-styles. (eighth grade)
d. describe and prioritize their values. (ninth grade)
e. describe decisions they have made that are based on their attitudes and values. (tenth grade)

Objective 3. Students will understand how attitudes and values affect decisions, actions, and life-styles.

Outcomes: Students will:

a. analyze how values affect their decisions, actions, and life-styles. (eleventh grade)
b. summarize the importance of understanding their attitudes and values and how those attitudes and values affect their lives. (twelfth grade)

Goal C. Students will develop and incorporate an understanding of the decision-making process and how the decisions they make are influenced by previous decisions made by themselves and others.

Objective 1. Students will be aware of decisions and the decision-making process.

Outcomes: Students will:

a. describe choices they make. (kindergarten)
b. describe decisions they make by themselves. (first grade)

c. recognize why some choices are made for them; they can accept those choices and make their own decisions when appropriate. (second grade)
d. describe their thought processes before a decision is made. (third grade)
e. describe why they might want to change a decision and recognize when it is or is not possible to make that change. (fourth grade)
f. describe the decision-making process. (fifth grade)
g. recognize how school decisions influence them. (sixth grade)

Objective 2. Students will understand the decision-making process and those factors that influence the decisions they make.

Outcomes: Students will:

a. provide examples of how past decisions they have made influence their present actions. (seventh grade)
b. analyze how past decisions made by their families influence their present decisions. (eighth grade)
c. evaluate the influence that past legal decisions have on their present decisions. (ninth grade)
d. analyze the decision-making process used by others. (tenth grade)

Objective 3. Students will effectively use the decision-making process and understand how the decisions they make are influenced by previous decisions made by themselves and others.

Outcomes: Students will:

a. identify decisions they have made and analyze how those decisons will affect their future decisions. (eleventh grade)
b. implement the decision-making process when making a decision. (twelfth grade)

Goal D. Students will develop and incorporate the ability to generate decision-making alternatives, gather necessary information, and assess the risks and consequences of alternatives.

Objective 1. Students will be aware of the method of generating decision-making alternatives, gethering necessary information, and assessing the risks and consequences of alternatives.

Outcomes: Students will:

a. realize the difficulty of making choices between two desirable alternatives. (kindergarten)
b. recognize which decisions are difficult for the student. (first grade)
c. realize that they go through a decision-making process each time they make a choice. (second grade)
d. recognize that they are able to assess possible consequences of a decision before actually making the choice. (third grade)

Objective 2. Students will demonstrate a growing ability to generate decision-making alternatives, gather necessary information, and assess the risks and consequences of alternatives.

Outcomes: Students will:

a. generate alternatives to a specific decision. (fourth grade)
b. evaluate some of the risks involved in choosing one alternative over another. (fifth grade)
c. consider the results of various alternatives and then make their choice. (sixth grade)
d. provide examples of some consequences of a decision. (seventh grade)
e. demonstrate how gaining more information increases their alternatives. (eighth grade)
f. analyze the importance of generating alternatives and assessing the consequences of each before making a decision. (ninth grade)
g. distinguish between alternatives that involve varying degrees of risks. (tenth grade)
h. analyze the consequences of decisions that others make. (eleventh grade)

Objective 3. Students will generate decision-making alternatives, gather necessary information, and assess the risks and consequences of alternatives.

Outcomes: Students will:

a. provide examples and evaluate their present ability to generate alternatives, gather information, and assess the consequences in the decisions they make. (twelfth grade)

Goal E. Students will develop and incorporate skill in clarifying values, expanding interests and capabilities, and evaluating progress toward goals.

Objective 1. Students will be aware of values, interests and capabilities, and methods of evaluation.

Outcomes: Students will:

a. describe growing capabilities. (kindergarten)
b. identify those capabilities they wish to develop. (first grade)
c. recognize activities that interest them and those that do not. (second grade)
d. realize that environment influences interests and capabilities. (third grade)
e. recognize different methods of evaluating task progress. (fourth grade)
f. describe the meaning of "value" and how values contribute toward goal decisions. (fifth grade)

Objective 2. Students will gain skill in clarifying values, expanding interests and capabilities, and evaluating progress toward goals.

Outcomes: Students will:

a. predict five goals (based on their interests and capabilities) they would like to achieve within five years. (sixth grade)
b. analyze various methods of evaluating their progress toward a goal. (seventh grade)
c. contrast goals they desire to complete with goals they expect to complete. (eighth grade)
d. define their unique values, interests, and capabilities. (ninth grade)
e. evaluate the importance of setting realistic goals and striving toward them. (tenth grade)

Objective 3. Students will clarify their values, expand their interests and capabilities, and evaluate their progress toward goals.

Outcomes: Students will:

a. analyze how their values, interests and capabilities have changed and are changing. (eleventh grade)
b. assess their ability to achieve past goals and integrate this knowledge for the future. (twelfth grade)

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Cross-Reference Between Needs Assessment Instruments and K-12 Guidance and Counseling Goals and Objectives

This section contains a cross-reference between the elementary and high school needs assessment instruments and the goals and objectives for a developmental K-12 guidance and counseling program.

By using the results of the needs assessment instruments administered in a school, the counselor can determine the goals and objectives which need to be addressed in their program planning. This information is essential to the development of a comprehensive program and the delivery of services to all students, teachers and parents in the school.

Cross-Reference Between Elementary Needs Assessment Items and the Guidance and Counseling Developmental Goals and Objectives

Item #1 - Domain I, Goal A, obj. 1,2; Domain III, Goal E, obj. 1,2; Domain III, Goal E, obj. 1,2

Item #2 - Domain II, Goal A, obj. 1,2

Item #3 - Domain I, Goal D, obj. 1,2

Item #4 - Domain I, Goal E, obj. 1,2

Item #5 - Domain I, Goal E, obj. 1,2

Item #6 - Domain I, Goal A, obj. 1,2
Domain II, Goal A, obj. 1,2

Item #7 - Domain II, Goal D, obj. 1,2
Domain III, Goal B, obj. 1,2

Item #8 - Domain III, Goal A, obj. 1,2; Goal B, obj. 1,2; Goal C, obj 1,2; Goal D, obj. 1,2; Goal E, obj. 1,2

Item #9 - Domain I, Goal E, obj. 1,2

Item #10 - Domain II, Goal A, obj. 1,2

Item #11 - Domain I, Goal D, obj. 1,2; Goal E, obj. 1,2

Item #12 - Domain I, Goal A, obj. 1,2; Goal B, obj. 1,2; Goal C, obj. 1,2

Item #13 - Domain II, Goal A, obj. 1,2

Item #14 - Domain I, Goal B, obj. 1,2; Goal E, obj. 1,2

Item #15 - Domain I, Goal B, obj. 1,2; Goal C, obj. 1,2; Goal D, obj. 1,2; Domain III, Goal B, obj. 1,2; Goal C, obj. 1,2; Goad D, obj. 1,2

Item #16 - Domain I, Goad D, obj. 1,2; Goal E, obj 1,2

Item #17 - Domain II, Goal A, obj. 1,2; Goal E, obj. 1,2

Item #18 - Domain I, Goal C, obj. 1,2

Item #19 - Domain I, Goal D, obj. 1,2; Goal E, obj. 1,2

Item #20 - Domain I, Goal B, obj. 1,2; Goal C, obj. 1,2

Item #21 - Domain I, Goal A, obj. 1,2; Goal D, obj. 1,2; Goal E, obj. 1,2

Item #22 - Domain I, Goal A, obj. 1,2; Domain III, Goal B, obj. 1,2

Item #23 - Domain I, Goal E, obj. 1,2

Item #24 - Domain I, Goal A, obj. 1,2; Goal B, obj. 1,2; Goal C, obj. 1,2

Item #25 - Domain I, Goal B, obj. 1,2

Item #26 - Domain I, Goal B, obj. 1,2; Domain II, Goal A, obj. 1,2

Item #27 - Domain I, Goal D, obj. 1,2; Domain III, Goal C, obj. 1,2

Item #28 - Domain I, Goal C, obj. 1,2; Domain II, Goal A, obj. 1,2

Item #29 - Domain I, Goal B, obj. 1,2; Goal C, obj. 1,2

Item #30 - Domain I, Goal C, obj. 1,2; Domain II, Goal B, obj. 1,2; Domain III, Goal B, obj. 1,2

CERTIFICATION FOR GUIDANCE COUNSELORS

A. Counselor in Elementary Schools

1. Provisional Counselor in Elementary Schools -
(Authorization valid for 5 years and not renewable)

The applicant must hold a valid Louisiana Elementary Certificate and must have completed 3 years of successful experience at the elementary level.

The applicant must hold a Master's Degree in Guidance and Counseling from a regionally accredited institution or a Master's Degree with the equivalent hours and courses required for a Master's Degree in Guidance and Counseling. The graduate training must include a total of 21 semester hours of professional courses distributed so that at least one course will be taken in each of the seven basic areas listed below, except that students who have taken a course in Principles and Administration of Guidance at the undergraduate level will not be held accountable for it at the graduate level:

a. Principles and Administration of Elementary School Guidance

b. Analysis of the Elementary School Pupil

c. Counseling Theory and Practice

d. Orientation to the World of Work

e. Group Processes in the Elementary School

f. Elementary Guidance Practicum

g. Child Growth and Development

Requests for certification must be accompanied by a recommendation from the institution where the individual has completed the above requirements if the Master's Degree held is not in Guidance and/or Counseling.

2. Permanent Endorsement - Counselor in Elementary Schools

A permenant endorsement may be added when 9 semester hours of graduate courses are completed from the classifications below in 3.a-3.i.:

3. Professional Counselor in Elementary Schools (Optional)

This is granted only to counselors having permanent endorsement certification upon completion of 21 semester hours of graduate work as follows:

Hours may be selected from any of the following general classifications with no more than 9 semester hours selected from any one classification and at least 3 semester hours from classification h.

a. Human Growth and Development - Psychological, sociological and physiological approaches to development, including normal and abnormal human behavior, personality, and learning theory.

b. Social and Cultural Foundations - Studies of changes in ethnic groups, sub-cultures, women, sexism, urban and rural societies, leisure time, cultural moves, and population patterns. Includes work in behavioral sciences, economics, and political science.

c. The Helping Relationship - Includes studies of counseling theory, consultation theory, philosophic bases of helping relationships and counselor/client self-awareness and self-understanding.

d. Groups - Includes group theory, types, methods and practices.

e. Career Development - Includes vocational choice theory, occupational and educational information, career decision-making, and career development techniques.

f. Appraisal of the Individual - Includes methods, interpretations, and use of individual and group approaches to data gathering and identification of individual differences.

g. Research and Evaluation - Includes statistics, research design, proposal writing, and evaluation of program objectives.

h. Supervised Experiences - Includes supervised counseling practicums and internships.

i. Specialized Studies - Includes sepcialized knowledge and skills needed to work effectively in the chosen professional setting. May include special education, substance abuse, classroom management.

B. Counselor in Secondary Schools

1. Provisional Counselor in Secondary Schools -
(Authorization valid for 5 years and not renewable)

The applicant must hold a valid Louisiana Secondary Certificate and must have completed 3 years of successful experience at the secondary level or 2 years of successful experience at the secondary level and 1 year of accumulated occupational experience.

The applicant must hold a Master's Degree in Guidance and Counseling from a regionally accredited institution or a Master's Degree with the equivalent hours and courses required for a Master's Degree in Guidance and Counseling. The graduate training must include a total of 21 semester hours of professional courses distributed so that at least one course will be taken in each of the 7 basic areas listed below, except that students who have taken a course in Principles and Administration of Guidance at the undergraduate level will not be held accountable for it at the graduate level:

a. Principles and Administration of Guidance

b. Occupational and Educational Information

c. Analysis of the Individual

d. Vocational Guidance

e. Counseling Theory and Practice

f. Guidance Practicum

g. Group Processes

Requests for certification must be accompanied by a recommendation from the institution where the individual has completed the above requirements if the Master's Degree held is not in Guidance and/or Counseling.

2. Permanent Endorsement - Counselor in Secondary Schools

(Refer to provisions outlined for Permanent Endorsement - Counselor in Elementary Schools)

3. Professional Counselor in Secondary Schools (Optional)

(Refer to provisions outlined for Professional Counselor in Elementary Schools [Optional])

STUDENT ASSESSMENT OF GUIDANCE

(Circle the Appropriate Response)

1. Do you know the role of the guidance counselor in your school?

   YES NO

2. Do you know your guidance counselor?

   YES NO

3. Have you ever visited your guidance counselor?

   YES NO

4. Were you satisfied with the assistance provided by your school counselor?

   VERY SATISFIED SATISFIED UNSATISFIED

5. Do you feel comfortable and relaxed when speaking with your counselor?

   VERY COMFORTABLE COMFORTABLE UNCOMFORTABLE

6. Do you have difficulty scheduling an appointment with your counselor?

   YES NO

7. Would you like for your school to offer counseling programs in the following areas?

   A. Assistance with scheduling school subjects YES NO

   B. Information on careers YES NO

   C. Personnel problems YES NO

   D. Drug problems YES NO

   E. Alcohol and cigarette use YES NO

   F. Understanding test results YES NO

   G. Improving study habits YES NO

   H. Improving family relations YES NO

   I. Assisting new students adjust to school YES NO

COUNSELOR QUESTIONNAIRE

(Check the Appropriate Response)

Part I

1. Number of periods per day you are scheduled for:
   A. Guidance _____
   B. Other _____ _____
2. Number of pupils assigned to you _____

	YES	NO
3. Do you have a private office?	_____	_____
4. Do you have an outside phone of your own?	_____	_____
5. Do you have a typewriter of your own?	_____	_____
A. If no, do you need one?	_____	_____
6. How many class periods of paid clerical help per week do you now have?		_____
7. Have you worked on any guidance research or follow-up studies at your school within the last year?	_____	_____

Part II

In column A please check those duties that you now perform.
In column B please check only those duties you now perform that you feel are not the functions of a counselor and could be performed by other personnel.
In column C check only those duties you feel should be done, but you are not able to do at this time.

Administrative

	A	B	C	
1.	_____	_____	_____	Check absentees
2.	_____	_____	_____	Substitute for absent teachers
3.	_____	_____	_____	Select students with special aptitudes, abilities and skills
4.	_____	_____	_____	Supervise posting of daily and semester record attendance on office forms
5.	_____	_____	_____	Prepare permanent record cards
6.	_____	_____	_____	Adjust student programs to equalize class loads
7.	_____	_____	_____	Approve course changes
8.	_____	_____	_____	Admit new students with transfers
9.	_____	_____	_____	Evaluate credits of new students
10.	_____	_____	_____	Initiate referrals to special services (Attendance, Teacher, Psychological Clinic, Attendance Department, etc.)
11.	_____	_____	_____	Check credits for graduation and promotion

Working with Individual Students

	A	B	C	
12.	_____	_____	_____	Help students adjust to school
13.	_____	_____	_____	Assist students with course plans
14.	_____	_____	_____	Assign students to classes
15.	_____	_____	_____	Assist students with occupational plans
16.	_____	_____	_____	Counsel students regarding personal problems
17.	_____	_____	_____	Assist with future educational plans
18.	_____	_____	_____	Gather information about students
19.	_____	_____	_____	Keep data on students with special talents
20.	_____	_____	_____	Assist students who are failing course work
21.	_____	_____	_____	Discipline students
22.	_____	_____	_____	Render first aide
23.	_____	_____	_____	Transport sick or injured students to their homes for medical help

Working with Groups

	A	B	C	
24.	_____	_____	_____	Lead group orientation classes
25.	_____	_____	_____	Teach Occupational Planning and/or Life Adjustment Classes
26.	_____	_____	_____	Lunchroom duty

Testing Work

	A	B	C	
27.	_____	_____	_____	Administer group tests
28.	_____	_____	_____	Record results of group tests
29.	_____	_____	_____	Interpret test results to students in groups or individually

Working with Teachers

	A	B	C	
30.	_____	_____	_____	Interpret school policies to teachers
31.	_____	_____	_____	Interpret test results to teachers
32.	_____	_____	_____	Assist teachers with student problems
33.	_____	_____	_____	Assist teachers with in-school placement of students
34.	_____	_____	_____	Conduct case conferences with teachers and specialists

Working with Other Counselors

	A	B	C	
35.	_____	_____	_____	Plan the school's guidance program
36.	_____	_____	_____	Assist other counselors with serious problem cases
37.	_____	_____	_____	Sit in on case conferences with other counselors
38.	_____	_____	_____	Coordinate services at secondary level (Jr. and Sr. High School) with services at the elementary, trade school, and college level

Working with Administrative Officers

	A	B	C	
39.	____	____	____	Plan guidance activities with administrative officials
40.	____	____	____	Help administrators collect, tabulate, and interpret significant information
41.	____	____	____	Serve on committees (research, planning)

Working with Parents

	A	B	C	
42.	____	____	____	Consult with parents of failing students
43.	____	____	____	Consult with parents concerning student behavior
44.	____	____	____	Consult with parents concerning vocational and educational plans of students
45.	____	____	____	Refer parents to community social agencies or private professional help

Occupational and Educational

	A	B	C	
46.	____	____	____	Organize Career and/or College Days
47.	____	____	____	Conduct Career Days
48.	____	____	____	Secure occupational information
49.	____	____	____	Secure armed service materials
50.	____	____	____	File occupational and educational information

Placement

	A	B	C	
51.	____	____	____	Assist in securing jobs for students
52.	____	____	____	Give information about work permits
53.	____	____	____	Give information about obtaining social security cards

Other Duties

	A	B	C	
54.	____	____	____	Issue free bus tickets and/or lunch, identification, business cards
55.	____	____	____	Issue illness, library and other passes
56.	____	____	____	Others (List)
	____	____	____	
	____	____	____	
	____	____	____	

TEACHER INVENTORY OF
GUIDANCE AWARENESS

We would like to obtain an indication of your awareness of the guidance services in your school and the extent to which you feel they are adequate. This information should be useful in improving guidance services to students. Please be frank in your appraisal.

DO NOT PUT YOUR NAME ON THIS INVENTORY

PART OF YOUR SCHOOL PROGRAM?	DIRECTIONS: To the left of each question, mark (X) to indicate whether or not the activity is carried out in your school. To the right of each question, mark (X) in the column which represents your opinion of its adequacy.	TO WHAT EXTENT?			
		None	Inadequate	Adequate	Excellent
Yes___No___?___	1. Is an organized program of guidance available to all students?				
Yes___No___?___	2. Has the staff cooperatively planned the guidance program?				
Yes___No___?___	3. Does the school have a standardized testing program which includes both ability and achievement tests?				
Yes___No___?___	4. Have guidance services been provided to orient new students to the school?				
Yes___No___?___	5. Do you discuss with your students the vocational applications of your subject matter field?				
Yes___No___?___	6. Have the seniors developed both immediate and long-range plans?				
Yes___No___?___	7. Have you participated with the counselor and other teachers in case conferences concerning students?				
Yes___No___?___	8. Are placement services provided to assist students to obtain additional education or training?				
Yes___No___?___	9. Are organized activities provided to assist students in planning careers?				
Yes___No___?___	10. Do the cumulative records contain information about the educational and vocational plans of students?				
Yes___No___?___	11. Is individual counseling of students a part of the guidance program?				
Yes___No___?___	12. Are informational materials on education provided and effectively used by students?				
Yes___No___?___	13. Do you know the educational and vocational plans of the students in your classes?				

PART OF YOUR SCHOOL PROGRAM?	CONTINUE WITH PREVIOUS DIRECTIONS	TO WHAT EXTENT?			
		None	Inadequate	Adequate	Excellent
Yes___No___?___	14. Does the staff plan cooperatively the evaluation of the achievement of students in relation to their potential?				
Yes___No___?___	15. Do the cumulative records contain information on the home and family background of students?				
Yes___No___?___	16. Are teacher responsibilities in the guidance program clearly defined and understood?				
Yes___No___?___	17. Are standardized test results interpreted for teacher use?				
Yes___No___?___	18. Does the administrative staff support and assist in the development of the guidance program?				
Yes___No___?___	19. Are informational materials available to students concerning personal and social development?				
Yes___No___?___	20. Are group guidance procedures used in the guidance program?				
Yes___No___?___	21. Do teachers accept and take advantage of the guidance services offered?				
Yes___No___?___	22. Do you discuss with your students the educational implications of your subject matter field?				
Yes___No___?___	23. Do the cumulative records contain information which indicate special abilities or talents of students?				
Yes___No___?___	24. Do you seek the assistance of the counselor in helping students?				
Yes___No___?___	25. Do you have an in-service education program for the staff on guidance services?				
Yes___No___?___	26. Do you make referrals of students to the school counselor?				
Yes___No___?___	27. Are the cumulative records of students accessible to teachers in your building?				
Yes___No___?___	28. Is an opportunity provided for groups of students to discuss matters of concern to them?				

PART OF YOUR SCHOOL PROGRAM?	CONTINUE WITH PREVIOUS DIRECTIONS	TO WHAT EXTENT?			
		None	Inadequate	Adequate	Excellent
Yes___No___?___	29. Are informational materials available to students concerning occupational opportunities and requirements?				
Yes___No___?___	30. Are counselor-parent conferences held concerning students?				
Yes___No___?___	31. Do students accept and take advantage of the guidance services offered?				
Yes___No___?___	32. Is help given to students in planning an educational program to meet their individual needs?				
Yes___No___?___	33. Do the cumulative records show an educational growth pattern of students?				
Yes___No___?___	34. Do you hold conferences with parents concerning their children?				
Yes___No___?___	35. Are organized activities provided to assist students in developing good study habits?				
Yes___No___?___	36. Are teachers provided with summaries of important data from records and tests?				
Yes___No___?___	37. Are parents informed of their children's standardized test results?				
Yes___No___?___	38. Have students made realistic course selections in relation to their abilities and interests?				
Yes___No___?___	39. Does the guidance program include research and evaluation studies?				

GUIDANCE CHECK LIST FOR THE SCHOOL PRINCIPAL

(Circle the answer considered appropriate)

The School Principal has:

1. recognized that guidance activities are unique and distinctly different from teaching and administrative activities..... Yes No
2. visited and observed the guidance programs of other schools..... Yes No
3. joined the superintendent of schools and the guidance director in planning the guidance program..... Yes No
4. joined with the superintendent and guidance director in selecting guidance personnel..... Yes No
5. developed a procedure for clearing all pupils entering and leaving through the guidance office ..... Yes No
6. strictly adhered to the practice of separating disciplinary and attendance duties from those of guidance..... Yes No
7. assisted in creating good public relations for the guidance program..... Yes No
8. referred parents for conferences with guidance service personnel..... Yes No
9. arranged a program of in-service guidance training to help teachers understand the guidance program..... Yes No
10. urged the whole school staff to make use of and contribute to the guidance program..... Yes No
11. assigned teachers to activities which support the guidance program..... Yes No
12. conducted teachers' meetings, conferred with teachers individually, and published materials for the purpose of having the school staff thoroughly understand the guidance program..... Yes No
13. made scheduled provisions that make it possible for each teacher and staff member to confer at regular intervals with guidance personnel..... Yes No
14. given attention to educational changes indicated by summaries of pupil inventories and follow-up studies.... Yes No
15. added services which support the guidance program..... Yes No
16. made administrative provision for such supporting activities and programs as:
    - A. Career Day Programs..... Yes No
    - B. Overall Testing..... Yes No
    - C. Career Group Programs..... Yes No
    - D. Field Visits..... Yes No
    - E. Curricula Units in Courses..... Yes No
    - F. Work Experience Programs..... Yes No
17. joined the guidance director in planning a pupil cumulative record or inventory which can be used for administrative as well as guidance purposes..... Yes No

18. joined with the guidance director in making requisitions for guidance materials..... Yes No
19. kept guidance time assignments of counselors inviolable by refraining from reassigning them to other than guidance activities..... Yes No
20. recognized the need for flexibility in guidance personnel schedules so as to permit guidance activities performed away from school..... Yes No
21. arranged schedules to make it possible for guidance activities to operate..... Yes No
22. arranged pupils' schedules so that all may have the advantages of guidance services..... Yes No
23. extended the school schedule to allow guidance personnel to have evening office hours in which to confer with parents, graduates, and former pupils..... Yes No
24. joined the guidance director in providing a plan for educational guidance of pupils in feeder schools..... Yes No
25. arranged a schedule which will permit pupils to study guidance materials in the guidance office..... Yes No
26. recognized the need for schedule provisions which permit guidance personnel to make post-secondary school college admissions, and scholarship contacts..... Yes No
27. made provision for evening meetings to orient parents concerning educational plans for their children..... Yes No
28. recognized the need for schedule provisions which permit guidance personnel to make placement contacts.... Yes No
29. assisted the guidance director in organizing and operating a follow-up activity..... Yes No
30. joined guidance personnel in studies which will gather from college officials, graduates' successes and failures in further education, and from employers, graduates' successes and failures in jobs..... Yes No
31. co-operated with the guidance director in supervision and evaluation of the guidance program..... Yes No
32. joined guidance personnel in administrative recommendations for improvement, extension, and expansion of guidance services..... Yes No